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ABSTRACT

This bibliography contains 1,296 annotations of literature on work evaluation and adjustment covering the years from 1947 through 1977. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the Title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently receives requests for information. (LRA)

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WORK EVALUATION
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PREFACE

Since 1970 the Materials Development Center has published eight annual annotated bibliographies on the literature in work evaluation and adjustment. So that users will have the convenience of a single document to refer to, all entries from the previous years bibliographies have been combined into this publication. This bibliography contains 1,296 annotations covering the years from 1947 through 1977.

This bibliography serves as a reference to the literature in work evaluation and adjustment and, for individuals whose facilities meet MDC eligibility requirements, a catalog to the loan literature available from MDC. Those eligible may request loan copies of the literature listed within this document by accession number or title (an asterisk above the zip code on the mailing label attached to this publication indicates an eligible facility).

Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area.

The first, a KWOC title index (keyword-out-of-context), includes the titles of all documents listed in this bibliography. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included which lists annotations according to subject areas in which MDC most frequently receives requests for information.

Many of the projects for which there are entries listed received financial support from government agencies such as the U.S. Department of Health, Education, and Welfare, or U.S. Department of Labor. In those cases, a grant or identification number appears in parentheses at the end of the annotation. Readers interested in obtaining full-length hard copy or microfiche may write to the National Technical Information Service, Springfield, Virginia 22151 to inquire about the availability of the reports.

Ronald R. Fry, Editor

February, 1978

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PURCHASED FROM MDC FOR $3.00 PER COPY

0 Anderson, A., Real work. *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(2), 2-5.

Discussion of the merits of the real work evaluation technique as performed within the confines of the facility. Limitations of work samples (which the author defines as simulated tasks) are also discussed. Case studies to illustrate points are included.

1 Bregman, M., The use and misuse of vocational evaluation in the counseling process. *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(2), 6-8.

Discusses the necessity for the counselor to have a clear understanding of the proper use of the evaluation process. Emphasizes that without proper understanding, the evaluation process will be misused by the counselor with results being irrelevant and inaccurate.

2 Marchman, R., *Mobile work laboratory*. Atlanta: Atlanta Employment Evaluation and Service Center, 1968. Also appears as a summary article entitled, A mobile work laboratory in *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(2), 9-10.

Description of a mobile work evaluation laboratory operated by the Georgia State Department of Education. Laboratory is designed using a modified TOWER System. Included in the publication are: floor plans of the mobile unit, specifications, furnishing, office equipment, expendable items needed, and cost estimates for establishing such a unit. Work samples used are: food service, nursing, cosmetology, barbering, sewing, clerical, woodworking, mechanical, metal work, and custodial work.

3 Stensland, R., Why work? A reply. *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(2), 12-13.

Supports the medium of work as a means of evaluating a client's vocational strengths and weaknesses. Indicates the advantages of work evaluation.

5 Messenger, S., A stimulating work setting. *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(2), 14.

Discussion of the importance of creating a stimulating work setting and its positive effect upon client performance. Author feels that evaluation area designers should borrow concepts from the field of industrial psychology such as utilization of colors and music.

6 Kolstoe, O., The employment evaluation and training program. *American Journal of Mental Deficiency*, 1960, *65*, 17-31.

Describes a residential evaluation and work adjustment project for mentally retarded males, age 16 and over at Southern Illinois University. Article covers the following topics: selection and rejection of potential clients; description of three-week evaluation and testing period; description of fifteen-week vocational adjustment period; securing jobs for clients for on-the-job work evaluation; description of evaluation check list; description and operation of residence facilities; use of medical services, parental involvement, placement and follow-up; and areas of need for research.

7 Bregman, M., The use and misuse of vocational evaluation in the counseling process. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, *Some recent advances and research in vocational evaluation*. Johnstown, Pennsylvania: Author, 1967.

Discusses the necessity for the counselor to have a clear understanding of the proper use of the evaluation process. Emphasizes that without proper understanding, the evaluation process will be misused by the counselor with results being irrelevant and inaccurate. Includes some background history of evaluation.

7A University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, *Some recent advances and research in vocational evaluation*. Johnstown, Pennsylvania: Author, 1967.

Contains papers presented at a seminar conducted to train rehabilitation personnel in procedures, theories, and aims of work evaluation. Included are papers presented by Bregman (The Use and Misuse of Vocational Evaluation in the Counseling Process), Cobb (Predicting Vocational Adjustment in the Mentally Retarded), Campbell (Work Evaluation in a Community Evaluation Center), Hill (The Description of a Sheltered Workshop in Vermont Which Performs Unusual and Progressive Contract Services), and Steiner (Determining the Levels of Vocational Capability and Evaluating Job Potential). Also included is a description of tests used at the Rehabilitation Center at Johnstown.

8 Cobb, H., Predicting vocational adjustment in the mentally retarded. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, *Some recent advances and research in vocational evaluation*. Johnstown, Pennsylvania: Author, 1967.

A discussion on predictive evaluation and the adjustment process with mentally retarded. Lists factors by which a person is judged to be satisfactorily adjusted. Includes that which an evaluator may look to for predictive information. Cites some recent research including Parnicky's study of prediction of training and employment success based on intake testing; Taylor's study of the predictive value of initial work tests as opposed to later on-the-job evaluation. Other research on prediction also cited. Questions and answers included.

9 Campbell, J., Work evaluation in a community evaluation center. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Contains a brief description of the historical background of evaluation. Discusses four approaches to assessment: mental testing, job analysis, work sample, the situational approach, and their advantages and disadvantages. Also includes script from question and answer period following the presentation.

10 Hill, R., The description of a sheltered workshop in Vermont which performs unusual and progressive contract services. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

A description of the development and operation of a sheltered workshop which evaluates clients on the basis of "can" or "can not" do. The contract jobs used are: machine stitching, salvaging transistors, and working with solid state circuitry. Text of questions and answer period following presentation is incorporated in the presentation.

11 Steiner, W., Determining the levels of vocational capability and evaluating job potential. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Presents a brief history of the development of the vocational evaluation unit at the Pennsylvania Rehabilitation Center. Discusses the present operation of the facility. Includes a model chart showing the process of vocational evaluation. Text of question and answer period following the presentation is included.

12 Chouinard, E., Work capacity evaluation. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Traces the history of evaluation and work adjustment. Points out advantages of work evaluation and notes developing trends and program patterns.

12A May T. Morrison Center for Rehabilitation. Institute on work evaluation. San Francisco: Author, 1959.

Proceedings of an institute held on work evaluation. Speeches and their authors are: Chouinard (Work Capacity Evaluation); Usdane (Some Criteria for Assessing a Work Evaluation Approach); Usdane (Pre-Vocational Evaluation Criteria for the Severely Handicapped); Usdane (The Work Sample Approach: TOWER System); Sinick (Occupational Aids in Work Evaluation); Crouse (The Development of Work Sampling at Morrison Center); Settle (Organization of the Morrison Workshop); Lee & Rota (Work Evaluation: A Counselor's Tool to Placement); Crouse (Industrial Engineering in the Rehabilitation Workshop); and Garrett (Current Research Activities in Work Evaluation).

13 Usdane, W., Some criteria for assessing a work evaluation approach. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Suggests six criteria for assessing the work evaluation approach including observation of the client by the evaluator, necessity for realistic job sample development, survey of the types of jobs available in the community, need for interpretation of evaluation results to client, and recommendation by the evaluator for any services needed after evaluation takes place.

14 Usdane, W., Pre-vocational evaluation criteria for the severely handicapped. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A discussion of the need for vocational evaluation, techniques used in evaluation, and rating client performance. Indicates need for adequate job analysis and cooperation between business and industry.

15 Usdane, W., The work sample approach: TOWER System. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Describes the Testing, Orientation, and Work Evaluation in Rehabilitation (TOWER) System and lists its thirteen broad areas. Also describes the Evaluator's Manual of TOWER.

16 Sinick, D., Occupational aids in work evaluation. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Describes the various parts of the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, and Estimates of Worker Trait Requirements for 4,000 Jobs as they relate to occupational exploration by the evaluator and client in work evaluation.

17 Crouse, P., The development of work sampling at Morrison Center. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Discusses theory and development of work samples as an evaluation tool. Development of work sample manuals (which the author defines as a test kit) is discussed with sample of test kit included. Some discussion on norming of work samples.

18 Settle, K., Organization of the Morrison Workshop. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A general description of the development and organization of the Morrison Workshop. Includes some information on the evaluation and work adjustment aspects of the total workshop.

19 Lee, M., & Rota, D., Work evaluation: A counselor's tool to placement. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A discussion of how work evaluation and rehabilitation is accomplished through cooperation between a private agency such as Morrison Center and a Vocational Rehabilitation Service (D.V.R.). Uses a detailed case study of a chronic schizophrenic female as an example and follows the case from beginning to closing of the case.

20 Crouse, P., Industrial engineering in the rehabilitation workshop. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Discusses twenty principles of motion economy which should be used in the development of work samples in an evaluation unit and jobs in sheltered workshops. Discusses ways in which the special training of an industrial engineer may be of special value in a rehabilitation workshop setting.

21 Garrett, J., Current research activities in work evaluation. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A review of some research activities in work evaluation funded through the Office of Vocational Rehabilitation. Includes discussion of TOWER, the Thomasat, Chicago Jewish Vocational Service Scale of Employability, Tampa MacDonald Training Center activities, and research at Institute for Physical Medicine and Rehabilitation, New York City.

22 Elart, A., Development of occupational evaluation and training center for the mentally retarded. Tacoma, Washington: Tacoma Goodwill Industries Rehabilitation Center, 1963.

Describes and gives results of the development of a federally funded project for the evaluation and training of mentally retarded clients at Goodwill Industries, Tacoma, Washington. Topics include: rehabilitation needs of the mentally retarded; development and operation of services, clinical assessment (intake procedures), pre-vocational evaluation, and vocational training and placement. A mobile unit team is described, community relationships resulting from the project are detailed and results of the five years of programming are included. Recommendations for development of a community based occupational evaluation and training center are included. Appendix includes client medical data form, copy of Cornell Medical Index Health Questionnaire, copies of evaluation reports, and an example of a completed evaluation summary. (Vocational Rehabilitation Administration Project 308)

23 Williamson, D., Why work samples? Rehabilitation Counseling Bulletin, 1961, 4, 123-126.

Lists reasons why D.V.R. counselors prefer work sample evaluations as opposed to psychological testing. Discusses specific and general merits of work samples and why they provide information about a client not otherwise available.

24 Walker, R., Vocational evaluation and training. In G. Leslie (Ed.), Supportive personnel in rehabilitation centers: Current practices and future needs. Association of Rehabilitation Centers, 1967.

Defines vocational evaluation and training as used by Minneapolis Rehabilitation Center. Uses figures from several statistical studies to show low number of supportive personnel being used in evaluation and training. Describes a vocational evaluation and training program which can accommodate support personnel and gives examples of how support personnel can be used.

25 Ayers, G., Making vocational evaluation relevant to our clients: The challenge of the disadvantaged. Rehabilitation Literature, 1971, 32(9), 258-262. Also paper presented at the National Rehabilitation Association Convention, San Diego, September 1970.

Presents four approaches for making vocational evaluation programs relevant for disadvantaged clients: modifying staff attitudes for vocational evaluators who are concerned with assessing the vocational potential of the disadvantaged; recruiting new staff who are sympathetic to needs of disadvantaged and who understand the language and life style of the disadvantaged; utilizing nonstandardized demographic and biographical data; and on-the-job evaluation. Other discussion includes: use of citizens as advisory committee members in planning and implementing vocational evaluation programs, role of the disadvantaged client in developing his own evaluation program, influence and significance of the disadvantaged family, new criteria for assessing behavioral change and skill training, provision of federal subsidy for on-the-job training, need for job specifications which emphasize abilities.

26 Pruitt, W., & Longfellow, R., Work evaluation: The medium and the message. Journal of Rehabilitation, 1970, 36(1), 8-9.

Discusses men's historical attitude toward work. Emphasizes necessity for the work evaluation process to focus on the meaning of work to the client in order to provide for meaningful evaluation process and results. Problems common to clients referred for evaluation are discussed such as lack of vocational experience development, attitude toward work, job readiness, and inability to accept a worker's role.

27 Sankovsky, R., Toward a common understanding of vocational evaluation. Journal of Rehabilitation, 1970, 36(1), 10-12.

Discusses the lack of common meaning for vocational evaluation terminology and necessity for having common definitions. Lists some of the terms used interchangeably that cause communication breakdown. Describes essential structure and characteristics of a vocational evaluation model which includes establishing criteria and vocational goals, collecting information regarding vocational potential, analyzing information regarding vocational potential, decision-making on vocational objectives and predicting outcome, and determining the effectiveness of the vocational evaluation process through follow-up.

28 Roberts, C., Definitions, objectives, and goals in work evaluation. Journal of Rehabilitation, 1970, 36(1), 12-15. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Definitions of vocational evaluation terminology including simulated work sample, real work sample, isolated trait work sample, work task, work situation, work environment, vocational exploration, and job tryout. Difference between work evaluation and vocational evaluation defined. Model showing relationship between rehabilitation evaluation, vocational evaluation and work evaluation described. Lists goals and objectives of vocational evaluation and vocational evaluation units as adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF).

29 Hoffman, P., An overview of work evaluation. Journal of Rehabilitation, 1970, 36(1), 16-18. Also appears as Work evaluation: An overview. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 111-118.

Definitions of prevocational evaluation, vocational evaluation, work evaluation, and work adjustment. Discusses historical background and development of work evaluation from World War I to present, including some of the early facilities and leaders in the field. Discusses present trends and future of work evaluation and lists some of the federal agencies involved in the work evaluation field.

30 Overs, R., Vocational evaluation: Research and implications. Journal of Rehabilitation, 1970, 36(1), 18-21.

A review of current research efforts in vocational evaluation. Included are correlation results on intelligence tests, manual dexterity tests, and job sample tasks. Tests and samples specifically mentioned include WAIS, Purdue Pegboard, Stromberg Dexterity, MacQuarrie Test for Mechanical Ability, Minnesota Rate of Manipulation, Clawson Work Sample, Bennett Hand-Tool Dexterity, General Aptitude Test Battery, Pennsylvania Bi-Manual Work Sample, McDonald Vocational Capacity Scale, and Thomasat. Correlations between job samples and the following employability scales are also listed - Guidance Test Class II, Readiness Rating Scale, Scale of Employability for Handicapped Persons, Selected Physical and Social Factors, Testing Performance Summary, and Vocational Capacity Scale for the Retarded.

31 Spergel, P., Vocational evaluation: Research and implications for maximizing human potential. Journal of Rehabilitation, 1970, 36(1), 21-24.

Comments upon the state-of-the-art in regard to research in the field of vocational evaluation. Briefly reviews completed research (Research and Training Center, University of Pittsburgh; Philadelphia JEVS - Manpower Administration; Bannister and Overs; Appel, Williams and Fishell; Stotsky and Weinberg; Usdane; General Aptitude Test Battery). Comments upon research in progress and potential future research areas.

32 Pruitt, W., Basic assumptions underlying work sample theory. Journal of Rehabilitation, 1970, 36(1), 24-26.

Defines categories of work samples and cites research on work sampling. Gives brief definition of terms - work sample (including different kinds of work samples), vocational evaluation, work sample evaluation, work potential and work personality. Presents nine basic assumptions regarding work samples with a discussion of each assumption citing validating research for the assumptions.

33 Neff, W., Vocational assessment - theory and models. Journal of Rehabilitation, 1970, 36(1), 27-29.

Discusses problems, theory, and assets of psychological assessment (vocational evaluation).

34 Rosenberg, B., The professional in vocational evaluation. Journal of Rehabilitation, 1970, 36(1), 30-32.

Describes the function, duties, and responsibilities of a vocational evaluator, and indicates need for improvements in the professional training of vocational evaluators.

35 Leshner, S., The relationship of work evaluation to work adjustment training. Journal of Rehabilitation, 1970, 36(1), 32-34.

Definition and discussion of work adjustment process and work evaluation process, the elements common to both and distinctions between each.

36 Barton, E., Vocational evaluation and work adjustment: Vocational development companions. Journal of Rehabilitation, 1970, 36(1), 35-37.

Discusses the problem of different definitions of vocational evaluation and work adjustment and how such definitions create problems for rehabilitation workers and clients alike. Defines vocational evaluation and work adjustment and explores the relationship between the two services.

37 Walker, R., A future for vocational evaluation. Journal of Rehabilitation, 1970, 36(1), 38-39.

A discussion of the faults that vocational evaluation will need to correct in the future if it is to be a responsive organization that is capable of effectively serving others. Emphasizes the need for professionals to develop a feedback system based on long range follow-up of clients so as to improve services.

38 Feingold, S., Work evaluation: Which norms? Rehabilitation Counseling Bulletin, 1961, 4, 126-130.

A discussion of the use of industrial norms versus sheltered workshop norms in the evaluation of workshop clients, particularly those with cerebral palsy.

39 Institute for the Crippled and Disabled, TOWER: Testing, orientation and work evaluation in rehabilitation. New York: Author, 1959.

Book review of TOWER. Describes the TOWER Work Sample Battery and some of the advantages and disadvantages of the system.

41 United Cerebral Palsy Association, Cerebral palsy work classification and evaluation project. St. Louis, Missouri: Author, 1961.

A final report on the results of a cerebral palsy work classification and evaluation project. A combination of work samples and psychological tests was utilized. Report discusses community relationships, criteria for client admission, evaluation instruments used, reporting evaluation results, case finding, counseling, staff conferences, and placement and follow-up. Sample rating scales and evaluation forms included.

42 Ireland, K., Criteria for work evaluation. Cleveland: Vocational Guidance and Rehabilitation Services, 1961.

States need for counselors to have a clear understanding of the evaluation process and discusses some of the theory of work evaluation. Advantages of the work sample approach are noted, and disability groups appropriate for work evaluation approach are listed including physically impaired, psychiatric or emotionally impaired, mentally retarded and others.

43 Cromwell, F., A procedure for pre-vocational evaluation. The American Journal of Occupational Therapy, 1959, 13(1), 1-4.

Presents a pre-vocational approach designed for an occupational therapy department. The article includes purposes of evaluation, areas to be evaluated, specific tests and test batteries to be used, and how to record and evaluate test findings to give an accurate performance rating.

44 Watkins, A., Prevocational evaluation and rehabilitation in a general hospital. Journal of the American Medical Association, 1959, 171, 385-388.

A description of the rehabilitation process at Massachusetts General Hospital which includes a job station evaluation (situational work) in various departments of the hospital. A team approach is utilized. Results of the program are given.

45 Hecker, G., Therapeutic elements in work evaluation. Journal of Rehabilitation, 1959, 25(2), 21-22.

A description of the work evaluation process for cerebral palsy clients at Institute for the Crippled and Disabled. Therapeutic gains by the client are pointed out as benefits of the work evaluation program. Case histories are included to illustrate points.

46 Goldsman, A., & McCormack, P., Laborimeter performance of intellectually normal and subnormal children during learning and retesting. Perceptual and Motor Skills, 1966, 22, 739-742.

Describes a study done with a work simulator (work sample) that involves a bimanual task of placing checker-like objects into holes in the periphery of a rotating disk. The study involved a comparison of normal and retarded youngsters that were evaluated on the work simulator.

47 Arkansas Rehabilitation Research & Training Center, Orientation institute - evaluation for vocational potential. Hot Springs, Arkansas: Author, 1966.

Results of an institute on evaluation of vocational potential designed primarily for rehabilitation counselors. Topics covered include gathering and use of: medical information, background vocational information, psychological information, and social information. Stresses importance of synthesizing all particles of information into a whole.

48 Caruth Memorial Rehabilitation Center. A demonstration project of the feasibility of vocational rehabilitation for vocationally handicapped persons 45 years and over. Dallas, Texas: Author, 1966.

A final project report on the feasibility of vocational rehabilitation for vocationally handicapped persons 45 years of age or over. Subcontract work as a means of evaluation and work adjustment discussed. Results and recommendations included.

49 Diasio, K., & Jones, M., The role of prevocational services in the rehabilitation of young adult psychiatric patients. Paper presented at the Fourth International Congress, World Federation of Occupational Therapists, London, 1966.

Describes a rehabilitation program for young adult psychiatric patients. Includes some discussion of the evaluation aspect of the program and the special considerations in evaluating the mentally ill. Case histories included as illustrations.

50 Friend, E., The significance of the evaluee-evaluator relationship. Rehabilitation Counseling Bulletin, 1966, 9(4), 123-126. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discussion of the significance of the relationship between client and evaluator in terms of the evaluator's sensitivity to the client's needs and the evaluator's self awareness during the evaluation period.

51 Gelfand, B., The concept of reality as used in work evaluation and work adjustment. Journal of Rehabilitation, 1966, 32(6), 26-28. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Importance of a relationship between the evaluator and the client in which reality is stressed. Discusses the need for the evaluator to inform the client of his actual abilities and to point out unrealistic expectations the client may have for himself.

52 Keyte, G., The bridge assembly test, a manual. Des Moines, Iowa: State of Iowa, Department of Public Instruction, Division of Rehabilitation Education and Services, n.d.

Manual for the description and administration of the Bridge Assembly Test work sample developed at the Des Moines Rehabilitation Center which measures vocational potential for higher level mechanical-industrial occupations. The sample tests reasoning development, retention capacity, finger dexterity, eye-hand coordination, visual-spatial relationships, and general mechanical aptitude.

53 Goodwill Industries of Wisconsin, Evaluation job samples. Milwaukee, Wisconsin: Author, n.d.

A manual for the description and administration of job samples at Goodwill Industries, Milwaukee. Included are job samples for the following areas: clerical; print shop; and manual (electrical, upholstery, woodworking, mechanical, and custodial).

54 Stevens, A., Work evaluation in rehabilitation. Occupational Therapy and Rehabilitation, 1950, 29(3), 157-161.

A discussion of the need for work evaluation in order to determine skills, abilities, and interests. Describes the variety of ways in which work techniques can be used to evaluate the handicapped.

55 Redkey, H., & White, B., The pre-vocational unit in a rehabilitation center-an effective tool for evaluating work potential of the handicapped. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1956.

A comprehensive plan for the development of a pre-vocational unit in a rehabilitation center. Topics included are: Purposes, organization, and objectives of the unit; general equipment needs; clerical, skilled, and semi-skilled evaluation equipment needs; service occupation equipment needs; advisory council; personnel requirements; floor plans and space needs.

56 Gellman, W., Vocational evaluation of the emotionally handicapped. Journal of Rehabilitation, 1957, 23(4), 9-10.

Describes a vocational evaluation program for the emotionally handicapped developed at the Vocational Adjustment and Evaluation Center, a workshop conducted by the Jewish Vocational Service of Chicago. Stresses importance of treating diagnostic workshop as an integral part of the vocational counseling and rehabilitation process. Discusses patterns and programs of the work evaluation process, the purpose of the workshop, and a statement of the findings of the study.

57 Stout State University, Vocational evaluation curriculum development workshop. Menomonie, Wisconsin: Author, 1967.

Proceedings of a workshop conducted at Stout State University in 1967 to plan a graduate program in vocational evaluation. Included are papers presented by Campbell (Problems in Defining Work Evaluation and Work Adjustment), Rosenberg (Role of the Evaluator in a Rehabilitation Center), Speiser (The Role of the Evaluator in a Sheltered Workshop), Gellman (The Principles of Vocational Evaluation), Hoffman (As An Educator Sees the Need to Train Work Evaluators), and Whitten (Activities of VRA That Have Meaning for Vocational Evaluators).

58 Campbell, J., Problems in defining work evaluation and work adjustment. In Stout State University, Vocational evaluation curriculum development workshop. Menomonie, Wisconsin: Author, 1967.

A description of the work evaluation and work adjustment units of the Vocational Guidance and Rehabilitation Service (VGRS) of Cleveland is given. Discusses the difference between the two services from a physical and conceptual standpoint, and the problems in providing clear-cut definitions for each service.

59 Rosenberg, B., Role of the evaluator in a rehabilitation center. In Stout State University, Vocational evaluation curriculum development workshop. Menomonie, Wisconsin: Author, 1967.

Objectives and development of a vocational evaluation unit are discussed. Lists qualities which an evaluator should possess. Some discussion of the Institute for the Crippled and Disabled's TOWER System.

60 Speiser, A., The role of the evaluator in a sheltered workshop. In Stout State University, Vocational evaluation curriculum development workshop. Menomonie, Wisconsin: Author, 1967.

A presentation of the roles and functions an evaluator may play in the course of his work. Some discussion of evaluation techniques including work sampling, psychometrics, and real work.

61 Gellman, W., The principles of vocational evaluation. In Stout State University, Vocational evaluation curriculum development workshop. Menomonie, Wisconsin: Author, 1967. Reprinted in Rehabilitation Literature, 1968, 29(4), 98-102. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Presents principles, goals, and process of vocational evaluation. Treatment methods and techniques of vocational evaluation are also discussed.

62 Hoffman, P., As an educator sees the need to train work evaluators. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Stresses the need for expansion of professional training for vocational evaluators. Lists objectives of evaluation, various roles and functions of an evaluator, and the personal qualities an evaluator should possess. Outlines a curriculum program in vocational evaluation.

63 Whitten, E., Activities of VRA that have meaning for vocational evaluation. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Reviews federal legislation through 1968 as it pertains to vocational rehabilitation and sheltered workshops and talks of the future of the rehabilitation movement.

64 Clark, G., Prevocational evaluation in work-study programs: An expanded view. Unpublished manuscript, University of Illinois, Urbana, Illinois, n.d.

Discusses various approaches to prevocational evaluation in work-study programs including: the psychological testing approach (intelligence tests, achievement tests, aptitude tests, and personality tests); the job analysis approach; work sample approach; the situational approach (in-school trial, out-of-school trial); medical appraisal approach.

65 Goldsman, A., The laborimeter. Unpublished manuscript, Sir George Williams University, Montreal, n.d.

Discussion of the development and performance of the laborimeter, a work simulator designed to evaluate for thirty low level repetitive industrial jobs.

66 Goodwill Industries of Ashtabula, *Prevocational evaluation of Ashtabula Goodwill Industries*. Ashtabula, Ohio: Author, n.d.

A manual of the evaluation program at Ashtabula Goodwill Industries. Work tests described include sorting, mechanical abilities, money changing, dexterity, geometric figure configuration, clerical including mimeo and copier machines, small appliance repair, furniture repair, radio and TV repair, painting, truck helper, sewing, laundry, sales clerking, and janitor work.

67 Krantz, G., *A standard prevocational evaluation report form*. Minneapolis: Minnesota Cooperative School - Rehabilitation Center, n.d.

Definition of prevocational evaluation and the aims of the process. Discussion of the characteristics of a good evaluation report and the necessity for a satisfactory evaluation report form to accomplish this. Sample evaluation form included.

68 Match, E., Training vocational evaluators. Unpublished manuscript, University of Pittsburgh, n.d.

Describes a curriculum for training of work evaluators, discusses the function of vocational evaluation units, and describes the vocational evaluation process.

69 Pineland Rehabilitation Facility, *Pineland Rehabilitation Facility procedures*. Columbia, South Carolina: Author, n.d.

A manual of tasks and the procedures used to evaluate mentally retarded at the Pineland Training School and Hospital at Columbia, South Carolina. General areas of evaluation include trades and crafts, home and service areas, janitorial, and personal adjustment. Specific tasks include color vision, math, collating colors, pin dexterity, nut and bolt assembly, carpentry, furniture repair, painting, bicycle repair, small engine repair, general housecleaning, laundry, sewing, food preparation, public dining room and kitchen procedures, baby sitting, nurses aide, cosmetology, service station attendant, physical therapy assistant, janitor tasks, chicken farm work, yard work, personal grooming and manners, word recognition, finances, communications, use of public transportation, shopping, friend and family relationships, money management, and recreation. Also included is a sample evaluator's rating form.

70 Cranfield, H., Assessment of the working capacity of the physically disabled person. *Occupational Therapy and Rehabilitation*, 1947, *26*, 128-135.

Utilization of a physical capacities evaluation and job analysis approach is discussed in relation to determining what jobs the handicapped individual is able to perform from a physical standpoint and what jobs are in keeping with the individual's physical abilities.

71 Thompson, C., Prevocational activities for the physically handicapped. *The American Journal of Occupational Therapy*, 1947, *1*, 152-154.

Discusses the value of providing vocational experience and evaluation for the physically handicapped client. Points out that such services may be arranged for in the community as well as the occupational therapy workshop.

72 Usdane, W., Vocational counseling with the severely handicapped. *Archives of Physical Medicine and Rehabilitation*, 1953, *34*, 607-616.

A discussion of two successful techniques employed in the Guidance Testing Class at the Institute for the Crippled and Disabled, New York City: job task assignments (work samples), which are related to trades taught at the institute; and role-playing, a preparation for employer interviews.

73 Whitehouse, F., Client evaluation in the habilitation process. Journal of Rehabilitation, 1953, 19(6), 4-6. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the advantages of work as an evaluation tool. Both merits and limitations of standardized testing included. Points out the way in which work evaluation results are of benefit to the doctor, psychologist, vocational counselor, and training instructor in their evaluation of the client. Guidance Test Class at Institute for the Crippled and Disabled, New York, cited as an example.

74 Ayres, A., A form used to evaluate the work behavior of patients. The American Journal of Occupational Therapy, 1954, 8(2), 73-74.

Considers contribution of occupational therapist which adds to general knowledge of the patient in areas of physical capacity and work behavior. Describes a form used to evaluate work behavior of patients. Sample form and scoring instructions included.

75 Ayres, A., A pilot study on the relationship between work habits and workshop production. The American Journal of Occupational Therapy, 1955, 9(6), 264-267.

A study designed to determine the relationship between work habits of cerebral palsied clients and their workshop production. Results of correlation between dexterity and production included.

76 Miller, M., & Ketron, F., Measuring the job potential of the disabled. Journal of Rehabilitation, 1955, 21(6), 10-11.

A description of a work exploratory plan from Indianapolis Goodwill Industries designed to evaluate apparent unemployables. Discusses the plan which is characterized by frequent supervisor checkups during trial work periods and gives some details on the types of job samples used in the evaluation-training areas.

77 Park, P., Realistic job goals for cerebral palsied. Performance, 1956, 6(11), 7-8.

A description of the process of testing vocational potential of adult cerebral palsied in the CP Work Classification and Evaluation Center, Institute for the Crippled and Disabled, New York.

78 Ayres, A., A study of the manual dexterity and workshop wages of thirty-nine cerebral palsied trainees. American Journal of Physical Medicine, 1957, 36, 6-10.

A study of the level of manual dexterity as it relates to workshop wages of cerebral palsied clients. Description of the testing method (General Aptitude Test Battery), results and conclusions included.

79 Friedman, S., & Neff, W., Use of a simulated work environment in vocational rehabilitation. Employment Security Review, 1957, 14(9), 8-11.

Presents purpose and design of the Vocational Adjustment and Evaluation Center of the Jewish Vocational Service of Chicago. Discusses the importance of the simulation of a true work atmosphere.

80 Ireland, K., Evaluating work behavior in occupational therapy. Journal of Rehabilitation, 1957, 23(1), 8-9.

Describes the value and use of the Work Evaluation Progress Report, a rating scale which provides a combination of check-off and written reporting. Form is divided into the following sections: general abilities, work approach, work tolerance, social attitudes, expressed interest and aspirations, and recommendations.

81 Menchel, J., Prevocational evaluation. Journal of Rehabilitation, 1957, 23(5), 16-17.

The responsibilities and roles of the evaluator toward a client in a prevocational unit of a sheltered workshop is discussed with emphasis on a guided exploration of the client's interests and capabilities.

82 Moed, M., Klincewicz, W., & Usdane, W., Who is the prevocational evaluator? Vocational Guidance Quarterly, 1957, 5, 161-164.

Suggests the need for a rehabilitation or vocational counselor to have access to a work laboratory in which to observe the work behaviors to augment counseling with his clients.

83 Redkey, H., The function and value of a pre-vocational unit in a rehabilitation center. The American Journal of Occupational Therapy, 1957, 11(1), 20-24.

Stresses need for increase of pre-vocational services as a result of legislation mandates and the numbers of handicapped in need of such services. Discusses the nature of the pre-vocational unit and its relation to other members of the rehabilitation team.

84 Routh, T., Evaluation of client potential. Journal of Rehabilitation, 1957, 23(3), 18.

Points out the limitations of psychological testing. Stresses that the evaluation process must include a wider variety of techniques in order to evaluate the whole man and that the process must be simple, impersonal, and impartial in order to achieve effective and objective results.

86 Walker, R., Prevocational contributions to vocational rehabilitation. The American Journal of Occupational Therapy, 1957, 11(4), 250-252.

Indicates the areas in which prevocational information is of use to the vocational counselor: assessment, counseling, occupational information, training, job placement, and follow-up. Emphasizes need for evaluators to be trained for their positions.

87 Yue, S., Moed, M., & Darling, R., Prevocational medical evaluation of young cerebral palsied adults. Archives of Physical Medicine and Rehabilitation, 1957, 38, 283-289.

Discusses the importance of physical, mental, and emotional status evaluation in conjunction with vocational evaluation for cerebral palsied clients and the integration of results from all areas in order to arrive at a feasible vocational goal.

88 Bailey, J., The work trial method of vocational evaluation. Journal of Rehabilitation, 1958, 24(1), 12-14.

Reviews history and development of work trial evaluation, describes an evaluation process, and summarizes the benefits gained by the client, as well as knowledge gained by the evaluator of the client.

89 Combs, M., Nadler, E., & Thomas, C., Vocational exploration: Methodological problems and a suggested approach. The American Journal of Occupational Therapy, 1958, 12(2), 64-68.

Describes the need for, theory, and development of a work evaluation section at Highland View Hospital Sheltered Workshop. The following problems are discussed: characteristics of the work population, job universe from which items are drawn, test administration, how items are scored, how item scores can be combined to give meaningful whole results (sample test sheet included), consistency of the evaluation in measuring work capacities, results for prediction of work performance.

90 Ferguson, R., Evaluating vocational aptitudes and characteristics of mentally retarded young adults in an industrial-agricultural workshop. American Journal of Mental Deficiency, 1958, 62, 787-791.

Describes a program designed to: (1) develop evaluation techniques for young mentally retarded adults; (2) establish a training program with realistic vocational objectives; (3) place the students in competitive employment or in the workshop; and (4) develop predictive factors to aid in the selection, training, and guidance as a model for others to use. Describes special tests and methods utilized.

91 Menchel, J., Pre-vocational evaluation in the workshop. American Journal of Physical Medicine, 1958, 37, 28-34.

Describes a method for physical functioning evaluation (primarily manual dexterity) of cerebral palsied adults. Quantitative and qualitative physical function measurements are described. Illustrative scales are included. A model pattern for the evaluation report and a sample case is shown.

92 Miller, M., Does a work evaluation program work? Journal of Rehabilitation, 1958, 24(2), 8-9.

A follow-up of client success and evaluation report on the effectiveness of an assessment program for apparent unemployables at Goodwill Industries of Indianapolis. (A description of the original program appears in the November-December, 1955, issue of Journal of Rehabilitation).

93 Reuss, E., Rawe, D., & Sundquist, A., Development of a physical capacities evaluation. The American Journal of Occupational Therapy, 1958, 12(1).

Development, description, and purpose of a physical capacities evaluation (PCE) is discussed. Discusses the use of the PCE as a predictor from both the physical and vocational standpoint.

94 Flanagan, J., Fivars, G., & Tuska, S., Predicting success in typing and keyboard operation. Personnel and Guidance Journal, 1959, 37(5), 353-357.

Describes the "Tapping Test" work sample designed to predict success in typing and keyboard operation without using a typewriter. Reliability and validity data included.

95 Glaser, N., An employability rating scale for handicapped persons. Journal of Jewish Communal Service, 1959, 36, 239-244.

Describes the development and construction of a rating scale for predicting the employability of physically, emotionally, and socially handicapped persons. Discusses theory of employability and an individual's vocational pattern as they relate to the development of the scale.

96 Gorthy, W., et al., Vocational evaluation by work sample technic and its dependence upon medical contributions. Archives of Physical Medicine and Rehabilitation, 1959, 40, 238-242.

Describes the development and use of the TOWER System (Testing, Orientation and Work Evaluation in Rehabilitation) at Institute for the Crippled and Disabled, New York. Discusses the importance of medical evaluation in conjunction with vocational evaluation.

97 Granofsky, J., A manual for occupational therapists on prevocational exploration. Dubuque, Iowa: Wm. C. Brown Book Company, 1959.

A manual developed for occupational therapists to use as a basis for designing and using prevocational evaluation. The following areas are discussed: historical development, occupational therapist's role, methodology, assembly of data, job analysis, and construction of occupational tests. Included is a series of forms used in the course of prevocational evaluation; a bibliography that deals with problems related to prevocational evaluation; and a broader bibliography of techniques, procedures of job analysis, and selective placement pertinent to prevocational evaluation.

98 Moed, M., Pre-vocational and vocational evaluation of individuals with cerebral palsy. Cerebral Palsy Review, 1959, 20, 3-5.

Defines pre-vocational evaluation and discusses the following processes with the cerebral palsied: securing information on physical functioning, intelligence, communication ability, visual disorders, and social development. Describes process of vocational evaluation: establishing occupational categories, selecting category for client, and pinpointing specific vocational objectives. Notes significance of work samples in vocational evaluation as demonstrated in the evaluation program at the Institute for the Crippled and Disabled.

99 Nadler, E., & Peszczynski, M., Status of the prevocational unit. Archives of Physical Medicine and Rehabilitation, 1959, 40, 109-112.

Analyzes the functions of evaluation units with a view toward clarifying old processes and developing more useful new procedures. The difference between evaluation and treatment is outlined. Need for behavioral objectives which can be measured is stressed. Factor analysis as an approach to the problem of measuring behavior is discussed.

100 Acker, M., & Thompson, D., Development of the prevocational unit: Stanford Rehabilitation Service. Archives of Physical Medicine and Rehabilitation, 1960, 41, 195-198.

A report by the Stanford University Rehabilitation Service and Department of Industrial Engineering to develop work samples and other means of assessing learning ability, emotional tolerance, and skill potential.

101 Cromwell, F., Occupational therapist's manual for basic skills assessment or primary pre-vocational evaluation. Pasadena, California: Author, 1960.

A manual designed to provide information and a framework for basic skills assessment or primary pre-vocational evaluation. Includes descriptions of standardized manual dexterity tests, description and instructions for administering job samples including sorting and inspecting, collating, filing and clerical, and assembly and packaging. Defines testing terms.

103 Tobias, J., & Gorelick, J., The effectiveness of the Purdue Pegboard in evaluating work potential of retarded adults. Training School Bulletin, 1960, 57, 94-103.

A report of the results of a study designed to determine the effectiveness of the Purdue Pegboard in evaluating work potential of retarded adults. Results include: test result comparisons with normals, inter-correlations of the Purdue sub-tests, effect of practice dexterity at different levels of retardation, relationship between dexterity and intelligence, validity of the Purdue Pegboard, correlation with other evaluation tests, correlating earnings with results of the Purdue Pegboard. Summary and discussion included.

104 Muthard, J. (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Report of the Proceedings of the Iowa Conference on Pre-Vocational Activities. Included are articles by Neff (Research Issues in Vocational Evaluation), Fiske (Problems in Measuring Capacity and Performance), and Moed (Review of Current Programs).

105 Moed, M., Procedures and practices in pre-vocational evaluation: A review of current programs. In J. Mutard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Short descriptions of methods of vocational evaluation including work samples, sub-contract work, psychological testing, a time and methods approach to work sample development and work station evaluations. Also included are descriptions of vocational evaluation programs such as TOWER (Institute for the Crippled and Disabled), Vocational Adjustment Center (JVS, Chicago), and programs employing combination approaches. Discussion of role of the evaluator.

106 Fiske, D., Problems in measuring capacity and performance. In J. Muthard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discussion or problems in measuring accurately and objectively client capacity and performance. Positive and negative aspects of different approaches, including psychological testing, are noted. Gives rationale and examples of situational evaluation. Stresses the importance of the evaluator's judgement.

107 Neff, W., Research issues in vocational evaluation. In J. Muthard (Ed.), Proceedings of the Iowa conference on prevocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Stresses the need for scientific methods of research in the area of vocational evaluation and indicates specific areas in which research is needed.

108 Hallenbeck, C. (Ed.), An investigation into the vocational potential of hospitalized patients with chronic disabilities. Cleveland: Highland View Hospital, 1960.

A final report of a project, carried out at Highland View Hospital, Cleveland, Ohio to increase the likelihood of chronically disabled patients in finding employment after discharge from the hospital. The project plan had five aims: to research the job potentials of clients by evaluation of aptitudes and interests, to correlate production indices of a job to work opportunities in the Cleveland area, to investigate work activities which offer transition from the hospital into private industry or sheltered workshops for the client who cannot meet industrial norms, to research into the modification of tools and equipment for use by the disabled, and to provide evaluation information useful to any hospital with chronic patients. (Office of Vocational Rehabilitation Special Project Grant 41-56)

109 Helfand, A., Vocational counseling in work evaluation of the cerebral palsied. Journal of Rehabilitation, 1960, 26(5), 5-6.

A discussion of the need for the evaluator to act in a dual role as both evaluator and vocational counselor for the client. Points out the particular functions which the evaluator plays in each of the two roles.

110 Institute for the Crippled and Disabled, Cerebral palsy work classification and evaluation project. New York: Author, 1960.

Final report, in two volumes, of a five-year project to determine procedures for evaluating vocational potential of cerebral palsied individuals. Overall purpose of Volume I is to guide in the developing of a standardized procedure for observation and evaluation of clients. Volume I contains four parts: (1) community organization and planning before client enters evaluation; (2) operational procedures including principles of evaluating cerebral palsied, selection and technique for work samples, floor plans, staffing information, length and order of evaluation, presenting sample to client and analyzing performance, job analysis, recording data, daily planning and conferences; (3) description of work samples including assembly, sorting and packaging, inspection, service areas, and clerical - describes adaptive equipment for work samples; (4) evaluation as a diagnostic and therapeutic medium (roles of social worker, counselor). Appendices include examples of rating scales and work sheets, list of equipment and tools and work sample test sheets. (Research and Demonstration Grant 16A, Volume I - PB-194914, Volume II - PB-194713)

111 Machek, O., & Collins, H., Preliminary report of evaluating and classifying the vocational potential of the cerebral palsied. Archives of Physical Medicine and Rehabilitation, 1960, 41, 434-437.

Description of the initial results of a project at the Buder Youth and Adults Center, United Cerebral Palsy Association, St. Louis, to evaluate and classify the vocational potential of persons with cerebral palsy. Statistical data is given for clients who have completed the project.

112 Menchel, J., Pre-vocational evaluation of the mentally retarded. Vocational Guidance Quarterly, 1960, 8, 209-211.

Presents three steps in the evaluation process for the mentally retarded adult: (1) establish minimum requirements for job performance; (2) determine attitudes, skills and information necessary for the client to perform the job; and (3) design a pre-vocational evaluation to achieve the first two objectives. Recommends an analytical method of job analysis as a necessary first step toward understanding the demands of a job on a disabled person.

113 Rosenberg, B., & Wellerson, T., A structured pre-vocational program. The American Journal of Occupational Therapy, 1960, 14(2), 57-60.

A distinction between vocational evaluation and pre-vocational evaluation at the Institute for the Crippled and Disabled is made. Procedures of the TOWER program are discussed. Aspects of pre-vocational evaluation include improving work habits, work tolerance, and productive speed. The role of the occupational therapist in pre-vocational evaluation is described.

114 Tobias, J., Evaluation of vocational potential of mentally retarded young adults. Training School Bulletin, 1960, 56, 122-135.

Discusses shortcomings of standard intelligence tests in evaluation of retarded young adults. Describes the use and advantages of work samples in order to provide a more complete evaluation. Samples described fall into the areas of manual dexterity, visual motor coordination, ability to follow directions, spatial relations, and counting. Correlations between I.Q. and work samples, correlations between work samples, and validity of work sample results included.

116 Wegg, L., The essentials of work evaluation. The American Journal of Occupational Therapy, 1960, 14(2), 65-69. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Considers vocational role of the occupational therapist in determining needs, measuring abilities, and predicting capacities of the individual. Chief method is through work samples, the objectives of which are listed. Examines organization of work tests and the role of occupational therapist as tester. Discusses pre-testing; the administration, observation, recording and evaluation of the work sample; and preparation of reports.

117 Yue, S., & Moed, M., Medical and vocational evaluation of young adult cerebral palsied: Experience and follow-up, 157 cases. Archives of Physical Medicine and Rehabilitation, 1960, 41, 136-142.

Description of the Cerebral Palsy Work Classification project at the Institute for the Crippled and Disabled. The description includes information on the correlation found between employment success and vocational evaluation to statistically predict the validity of vocational evaluation for young adult cerebral palsied clients. Included is description of the medical evaluation, physical evaluation, mental evaluation, vocational evaluation, and follow-up procedures.

118 Acker, M., Dauterman, W., & MacDonald, W., Prevocational evaluation examined. New Outlook for the Blind, 1961, 55, 251-252.

Contains results of a questionnaire with the following questions: (1) for what reasons are clients referred for evaluation; (2) how are referrals made; (3) what are some inappropriate reasons for referral for evaluation. Based on results, recommendations are that the evaluation process be further studied and clarified.

119 Burrows, J., The state and private agency view of the role of the prevocational unit in the community. In New York University, School of Education, *Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II*. New York: Author, 1961.

Role of the evaluation unit in the community is discussed. Report on the development of a prevocational unit using the combined resources of the Institute for the Crippled and Disabled (ICD) and the New York Division of Vocational Rehabilitation (DVR). Describes the TOWER System. The role of the vocational counselor in vocational evaluation is discussed.

120 DeSimone, A., An overview of pre-vocational unit evaluation programs. In New York University, School of Education, *Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II*. New York: Author, 1961.

Discusses briefly the history and development of pre-vocational unit programs. Also discusses where prevocational programs may be used, methods, and objectives. Describes various selected research and demonstration projects sponsored by the Office of Vocational Rehabilitation.

121 Reisman, M., State vocational rehabilitation and pre-vocational evaluation units. In New York University, School of Education, *Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II*. New York: Author, 1961.

Discusses the need for closer relationships between vocational rehabilitation personnel and pre-vocational evaluation personnel which may be achieved through mutual goals and mutual understandings of problems. Discusses what the counselor must consider in referring a client for evaluation, and what the counselor seeks as results from a pre-vocational evaluation unit.

122 New York University, School of Education, *Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II*. New York: Author, 1961.

Proceedings of a conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. Includes papers presented by DeSimone (Overview of Pre-Vocational Unit Evaluation Programs), Reisman (State Vocational Rehabilitation and Pre-Vocational Evaluation Units), and Burrows (The State and Private Agency View of the Role of the Pre-Vocational Unit in the Community).

123 Galazan, M., Evaluation's goals: Prediction or elimination. *Rehabilitation Record*, 1961, *2*(4), 16-18.

Points out that the process of evaluation tends to be negative and elimination oriented. Discusses purposes of evaluation and how the process of evaluation may be made positive in order to eliminate rehabilitation failures instead of rehabilitation clients.

124 Gellman, W., The vocational adjustment shop. *Personnel and Guidance Journal*, 1961, *39*, 630-633. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), *Vocational evaluation and work adjustment: A book of readings*. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the workshop as a tool to develop appropriate work behavior and attitudes. Lists many of the advantages and disadvantages of such a workshop, discusses the shop as a situational adjustment technique, and how the shop seeks to rehabilitate those with "unemployability" problems.

125 Goodwill of America, Inc., *Work evaluation and employment preparation services for mentally retarded adults*. Washington, D.C.: Author, 1961.

A report of the Institute on Sheltered Workshop Services for the Mentally Retarded held at University of Kansas. Contains a variety of short presentations dealing with work evaluation and employment preparation services for mentally retarded adults.

126 Gragert, H., Demonstrating "job ability." *Rehabilitation Record*, 1961, *2*(4), 14-15.

A report of a program, carried on by Goodwill Industries of Greater Kansas City, designed to provide vocational evaluation, training and placement services for mentally retarded clients. Indicates the number of clients served, and the beginning salaries received upon completion of the evaluation program.

127 Jacobs, A., & Hay, J., Vocational reporting in the vocational rehabilitation process. *Personnel and Guidance Journal*, 1961, *40*, 368-372. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), *Vocational evaluation and work adjustment: A book of readings*. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Describes preparation and organization of a comprehensive vocational report. Tells what report should contain, in what settings it can be used, how it is designed, and discusses in detail the data included.

128 Kolstoe, O., & Shafter, A., Employability prediction for mentally retarded adults: A methodological note. *The American Journal of Mental Deficiency*, 1961, *66*(2), 287-289.

A discussion of the problems of employability prediction for mentally retarded adults. Points out the need for a differential analysis of vocational and social behavior. Presents example of such an analysis and a proposal for implementing the procedure.

129 Krantz, G., Prevocational evaluation and prediction. Unpublished paper, Minnesota Cooperative School - Rehabilitation Center, 1961.

Discusses limitations of standardized aptitude tests (including GATB) in predicting performance of handicapped people. Refers to the increase in the use of work tasks and points out advantages and disadvantages of these techniques. Theory of prevocational evaluation is presented from the standpoint of motivational factors, social matrix, physical surroundings and duration of evaluation. Discusses confusion in meanings of prevocational and vocational evaluation.

130 Ladas, P., Worksample learning rates of the mentally retarded trainee as indicators of production in a work-training center. Personnel and Guidance Journal, 1961, 39, 396-402.

Description of a study developed to examine the degree to which learning performance within the evaluation setting can predict the productivity of the mentally retarded client in a work-training center. Work samples utilized are described and statistical results are included.

131 Machek, O., & Collins, H., Second year review of evaluating and classifying the vocational potentials of the cerebral palsied. Archives of Physical Medicine and Rehabilitation, 1961, 42, 106-108.

A follow-up study of a rehabilitation project to evaluate and classify cerebral palsied adults utilizing the work sample technique of evaluation. Included are the results and observations of this study after two years of development. (See preliminary report, same authors, 1960.)

132 Moed, M., Work classification and evaluation. Rehabilitation Record, 1961, 2(5), 11-13.

Discussion of the work sample program at the Institute for the Crippled and Disabled in New York for the cerebral palsied. The evaluation utilizes 100 work samples from five areas (manual dexterity, clerical work, basic tool evaluation, basic vocational equipment, basic academic skills) and each area is graded into four occupational levels (unskilled, semi-skilled, clerical, and elemental service). Norms taken from industry.

133 Spangler, D., Thomas, C., & Peszczynski, M., The application of psychometrics in the vocational evaluation of the adult severely disabled. Archives of Physical Medicine and Rehabilitation, 1961, 42, 180-184.

A discussion of criticism, applications, and trends in the use of psychometric tests for the evaluation of disabled adults. The discussion includes theoretical assumptions of vocational evaluation, practical aspects of using psychometric tests, research implications for the use of tests with disabled, and suggested applications for psychometric tests.

134 Thomas, C., Spangler, D., & Izutsu, S., Some fundamental propositions in the construction of evaluation units in vocational rehabilitation. Personnel and Guidance Journal, 1961, 39, 586-589.

Points out the lack of substantial validity, proofs and normative data for most prevocational methods. Discusses Guidance Test Class 1 & 2 evaluation programs as an example of attempts to improve validity of evaluation procedures. Suggests prevocational evaluation development follow the technical steps established in the field of psychometric testing.

135 Appell, M., Williams, D., & Fishell, K., Significant factors in placing mental retardates from a workshop situation. The Personnel and Guidance Journal, 1962, 41, 260-265.

Discusses a study conducted to determine the differences between retardates who are considered to be terminal (long range) and retardates who have achieved competitive employment after a period of exposure in a workshop. Identifies certain factors which would distinguish between the two groups using the Work Evaluation Report (WER) developed by the project participants. Tables and written discussion included in description of results.

136 Fredericksen, N., Factors in in-basket performance. Psychological Monographs: General and Applied, 1962, 76(22), Whole No. 541.

Describes a technique to evaluate administrative-executive abilities. Letters, notes, memorandums, etc. are deposited in an in-basket and the testee is evaluated in the manner in which he handles the different situations represented by the in-basket materials. Contains detailed statistical study.

137 Gragert, H., Differential diagnosis, training, and job placement for the mentally retarded. Journal of Rehabilitation, 1962, 28(2), 35-37.

Describes a program, developed by Goodwill Industries of Greater Kansas City, to prepare the mentally retarded adult for gainful employment utilizing available community resources. The evaluation consists of intensive intellectual, academic, social, psychological and vocational assessment. At the end of the assessment process the client may be recommended for training or an on-the-job placement. Common personality characteristics as seen in the retarded person during evaluation are presented.

138 Sidwell, R., Ireland, K., & Kleckert, G., Use of actual job samples in prevocational and work evaluation units. Rehabilitation Counseling Bulletin, 1962, 5, 17-22. Also appears in R. Sankovsky, G. Arthur, & J Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A report on the percentage amounts of use of actual job samples as prevocational tools in workshops, hospitals and rehabilitation centers. Contains information on evaluators' methods of determining areas for job sampling; what types of tools, fixtures, etc. are used as materials for job samples.

139 Sinick, D., Client evaluation: Work task approach. Rehabilitation Record, 1962, 3(2), 6-8. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.) Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses need for and merits of work samples. Lists qualities that can be evaluated by the work sample method and benefits to the client through use of work samples. Limitations of work samples are also discussed. Indicates areas of research need such as validity of samples, performance correlation between methods of evaluation rating scales, and suitable norms.

140 United Cerebral Palsy Association of Philadelphia and Vicinity, Work classification and evaluation center for the cerebral palsied in Philadelphia and vicinity. Philadelphia: Author, 1962.

A final report of a project designed to create more effective evaluation facilities, and to demonstrate the effectiveness of work samples as a technique for vocational evaluation and classification for the cerebral palsied. A description of the evaluation process is included as are case histories as examples of the complex problems present in working with cerebral palsied clients. (Office of Vocational Rehabilitation Demonstration Project 270)

141 Goodwill Industries of America, Inc., Manual for the establishment of a work evaluation program within a sheltered workshop setting. Washington, D.C.: Author, 1959. See Miller, M., Work evaluation manual for Goodwill Industries which is a revision of this publication.

A detailed manual with step-by-step procedures for establishing a work evaluation program. Points out need for relating evaluation to the local community, and presents objectives for organization of evaluation programs. Included are descriptions and directions for administering ten job samples in the clerical area, nine in semi-skilled job samples, and eight job samples in janitorial and domestic areas. Clerical job samples included are: hand and electric adding machine operation, card filing, collating, stapling, mail sorting, record keeping, phone book use, petty cash transactions, and mimeographing. Semi-skilled job samples are: bolt sorting, textile sorting, buffing, furniture stripping, upholstering of footstool, bicycle disassembly and assembly, wooden shelf assembly, spray gun assembly, and clothing form finishing. Janitorial and domestic job samples included are: replacing washer in faucet, washing wood or varnished floors, floor sweeping, window washing, table setting, bed making, domestic cleaning, and ironing. Lists equipment needed.

142 Burdett, A., An examination of selected prevocational techniques utilized in programs for the mentally retarded. Mental Retardation, 1963, 1, 230-237.

A discussion of various approaches to the vocational evaluation of the mentally retarded adolescent. Three methods of evaluation are described: the work sample approach to evaluation, the job performance evaluation in the sheltered workshop, and the standardized test evaluation.

143 Gellman, W., Stern, D., & Soloff, A., A scale of employability for handicapped persons. Chicago: Jewish Vocational Service, 1963.

A summary of the scale of employability for handicapped persons discusses the following: subjects, overall prediction, reliability, factor analysis, common factors and outcomes, follow-up study, background characteristics, selection study, and conclusions drawn from the scale.

144 Hallenbeck, C., & Hallenbeck, P., Using standard tests to predict job performance in hospital workshops. Rehabilitation Counseling Bulletin, 1963, 7(1), 6-11.

Results of a five-year project at Highland View Hospital, Cleveland. Development of a rating scale designed to report: (1) number of jobs a worker can do, (2) productivity, (3) steadiness of work habits, (4) attendance and punctuality, (5) independence from supervision, (6) quality of work. Reports correlation between WAIS and Bender-Gestalt and job performance. Also includes results of study of mental deterioration in old age.

145 Hamlin, D., & Ugland, R., Recognizing the limitations of norms. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Discusses the limitations and merits of using norms on tests for employment.

146 Krantz, G., (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Proceedings of a conference held by the Minneapolis Public School system concerning prevocational evaluation. Included in the proceedings are presentations by Krantz (Prevocational Evaluation as a Technology), Mulhern (Specifics in Pre-Vocational Evaluation), Matthews (Prevocational Evaluation and Principles of Test Construction), Olson (Pre-Vocational Evaluation Through Assignment to Work Relief), and Hamlin and Ugland (Recognizing the Limitations of Norms). (Research and Demonstration Grant 681, PB-197534)

147 Krantz, G., Prevocational evaluation as a technology. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

A discussion of the meaning of prevocational evaluation. Points out shortcomings of conventional standardized tests and the advantages of work based evaluation procedures.

148 Matthews, R., Prevocational evaluation and principles of test construction. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Discusses functions of validity, reliability, and objectivity as they apply to evaluative measures. Emphasizes need for objectives, utilization of adequate samples of behavior, and relation of results to known norm groups.

149 Mulhern, F., Specifics in pre-vocational evaluation. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Emphasizes the need to observe and evaluate clients as would an employer and by using same criterion.

150 Olson, I., Pre-vocational evaluation through assignment to work relief. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Describes the Work Relief Program of the Department of Public Welfare, Minneapolis, an evaluation program designed to provide additional insight into the work potentials of clients having difficulty in returning to economic independence. Discusses theory and considerations for establishment of such a program.

151 Moed, M., & Litwin, D., Employability of the cerebral palsied. Rehabilitation Literature, 1963, 24, 266-271.

Describes the results of two studies done at the Institute for the Crippled and Disabled, New York City, on cerebral palsied young adults. The first study sought to establish practical methods of work evaluation and the second was a predictive study using evaluation methods to distinguish non-employable from employable. Described under the first study was: (a) description of the evaluation unit, (b) community organization planning for supplementary services, (c) description of work samples used, (d) results of follow-up studies, (e) research results on employability, and (f) information on psychosocial adjustment. Under the second study: (a) recommendations for community planning and psychological services were described, (b) recommendation for need for sheltered employment for cerebral palsieds, (c) need for prevocational planning.

152 Leshner, S., & Snyderman, G., Evaluating personal characteristics from a client's work history. Personnel and Guidance Journal, 1963, 42(1), 56-59.

Discusses common elements to all work situations which may provide evaluative information about the client such as reaction to supervision, guidelines, interpersonal relationships, responsibility.

153 MacDonald Training Center Foundation, Research Division, Predicting vocational capacity of retarded young adults. Tampa: Author, 1963.

A report on a project developed to study methods and problems involved in evaluation, training, workshop employment and competitive employment of young adults handicapped by mental retardation. Developed was an eight factor Vocational Capacity Scale created as a measure of predictive validity to distinguish among four groups or levels of potential -- daycare, sheltered, borderline, or competitive employment. The eight factors on the scale are: work habits, physical capacity, Vineland Social Maturity Scale, general health, manual skills, arithmetic, motivation, and direction following. Training consists of adult education in areas of industrial skills, home economics, basic academic skills, recreation and social activities; and sheltered workshop activities of sewing and printing, woodworking assembly department, horticulture and citrus department, poultry department, and work activities department. Sample forms used in ratings are included. (Research and Demonstration Grant 0050)

154 Overs, R., Job samples in work evaluation programs. In C. Oberman (Ed.), Proceedings of the 12th annual workshop. Chicago: Association of Rehabilitation Centers, 1963.

Emphasizes the need for measurement and description of a client's performance in quantitative form. Describes job sample development at Vocational Guidance Rehabilitation Service (VGRS) in which the purpose was to build samples that offered quantifiable data.

155 Rosenberg, B., & Usdane, W., The TOWER System: Vocational evaluation of the severely handicapped for training and placement. Personnel and Guidance Journal, 1963, 42, 149-152.

The TOWER System of work sampling developed at the Institute for the Crippled and Disabled, New York, is described. Results of a follow-up study of clients evaluated through TOWER are given.

156 Rusalem, H., Client characteristics and counselor perceptions suggesting the need for a work evaluation program for older disabled workers. Archives of Physical Medicine and Rehabilitation, 1963, 44, 98-104.

Report of a study conducted to determine the feasibility or need for a vocational evaluation program for disabled workers 55 or older. Contains data supporting the need for such evaluation services.

157 Thompson, D., & Pauhle, G., Development of an elemental motion analysis for man-work matching in vocational rehabilitation and placement. Archives of Physical Medicine and Rehabilitation, 1963, 44, 545-548. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Describes the Methods-Time Measurement system (MTM) which classifies work skills into elemental manual motions so work potential can be assessed and matched to job requirements.

158 Weitzman, L., Principles and methods of testing work capacities. Paper presented at the Ninth World Congress of the International Society for the Rehabilitation of the Disabled, Copenhagen, Denmark, June 23-29, 1963.

A discussion of the need for and advantages of evaluation through work methods in addition to standardized testing in order to accurately assess work potentials of clients.

159 Jewish Vocational Service, A scale of employability for handicapped persons. Chicago: Author, 1959.

Third progress report on the development of a scale of employability for handicapped persons. Specific aim of the scale is to furnish qualified measurements of the vocational pattern in vocationally handicapped persons. (Research and Demonstration Grant 108)

160 Anderson, R., A consumer's view of prevocational evaluation. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Discusses the services and information that a counselor wants from a prevocational evaluation. Follows with some general comments and observations on the status of prevocational evaluation.

161 Berg, A., & Ulberg, R., Illustration: A shop evaluation task. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Description of the development and administration of a faucet assembly evaluation task. Includes nature of the task, client instructions, observation of the client, recording time, and what the task predicts for.

162 Henze, R., Illustration: The scope of one prevocational evaluation program. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Describes a program carried on within the Minneapolis Public School System for special education students between the ages of 15 and 21. Services offered are prevocational evaluation, training, placement, and research.

163 Krantz, G., (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Proceedings of the second conference on prevocational evaluation containing papers by Anderson (A Consumer's View of Prevocational Evaluation), Berg and Ulberg (Illustration: A Shop Evaluation Task), Henze (Illustration: The Scope of One Prevocational Evaluation Program), and Yater (Validation Status of TOWER System). (Research and Demonstration Grant 681, PB-197534)

164 Yater, A., Validation status of TOWER System. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

A description of the TOWER System of evaluation as a testing procedure and a methodological process for conducting evaluations. Results of studies conducted on the predictive validity of the system are discussed.

165 Brolin, D., Rating methods in the workshop evaluation. Unpublished manuscript, Stout State University, Menomonie, Wisconsin, 1964.

Describes needs of and methods for developing objective rating systems for evaluation of clients in the workshop setting. Four major types of scales are discussed: graphic rating scales, numerical rating scales, check lists, and forced choices scales. Methods for attaining accuracy and validity are also discussed.

166 Dauterman, W., Elementary considerations in evaluating the work abilities of disabled persons. Palo Alto, California: Stanford University, School of Medicine, 1964.

Discussion in the following areas: consideration of the need for developing an evaluation unit, theory and scope of the evaluation process, selection of testing instruments, problems in the evaluation of the blind and severely disabled, and evaluation of personality factors. Presents limitations to evaluations in several occupational areas. Discusses the need and methods for standardization of evaluation measures and methods for reporting evaluation results. Included also is an article by R. Overs entitled, "Writing work evaluation reports, chore or challenge?", the Levine rating scale, and three bibliographies related to work evaluation (Research and Demonstration Grant 806p)

167 Friend, E., The work sample in rehabilitation. Paper presented at the Institute for the Crippled and Disabled Workshop for Agencies Using TOWER, New York, June 1964.

The following steps for developing work samples are outlined in detail: (1) define type of agency represented; (2) examine vocational services; (3) determine work population; (4) gather information on vocational evaluation unit; (5) learn agency's requirements and fiscal situation; (6) survey neighboring industries; (7) consult training instructors and determine long-term placement possibilities; (8) determine precise amount of money needed; (9) present data to proper authorities.

168 Goodwill Industries of Denver, Special rehabilitation services for the seriously handicapped. Denver: Author, 1964.

A final report of a demonstration project carried out by Goodwill Industries of Denver. The project was designed to provide evaluation, adjustment, training, and placement services for the physically disabled, mentally retarded, and emotionally disturbed. The TOWER System was the primary evaluation tool used. A pilot program was explored for evaluating the blind. Training, placement, and work adjustment were also carried on in the project. (Research and Demonstration Grant 452)

169 Kukoda, L., Jacobs, A., & French, E., Vocational rehabilitation in a residential treatment center. Monographs - Golden Anniversary Series. Devon, Pennsylvania: The Devereux Foundation, 1964.

Description of the Devereux Schools and Devereux Foundation which is designed to serve the emotionally disturbed or mentally retarded adolescent. The organization and program content is discussed which includes evaluation, training, counseling, on-the-job training, on-the-job evaluation, transitional living - Halfway House, follow-up, and referral.

170 Llorens, L., Levy, R., & Rubin, E., Work adjustment program: A pre-vocational experience. The American Journal of Occupational Therapy, 1964, 18, 15-19.

Describes the Work Adjustment Program at the Lafayette Clinic, an in-hospital pre-vocational evaluation program for psychiatric patients. It is designed to assess those factors necessary for successful functioning on a job and to determine methods which would be predictive of post-hospital vocational adjustment.

171 Overs, R., Evaluation for work by job sample tasks. Cleveland: Vocational Guidance and Rehabilitation Services, 1964.

A manual designed for work evaluators and supervisors of work evaluation departments. Deals with some of the major trends and associated problems in the field. Discusses the theory of job samples and the conflict between quantitative appraisal and clinical appraisal in work evaluation. Presents the structure and function of a work evaluation department -- its physical setting (floor plan and various diagrams given), record keeping (sample form included), and a time analysis of work-evaluator activity (diagrams, charts noting demands of each activity). Selection of job sample tasks and development of new job samples is discussed and instructions are given for standardized administration of job sample tasks. The norming of job sample tasks is discussed along with time study, percentile ranks and standardized scores, and preparing local norms (illustrated by construction procedure tally sheets). Finally, the interpretation of scores and psycho-social relationships are noted. A glossary of terms is appended. (Vocational Rehabilitation Administration Grant 412)

172 Overs, R., Writing work evaluation reports: Chore or challenge. The American Journal of Occupational Therapy, 1964, 18(2). Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses report writing for work evaluation reports. Presents the relationship between facts and generalization. (Research and Demonstration Grant 412)

173 Overs, R., & Cole, E., Work evaluation. Rehabilitation Record, 1964, 5(3), 18-21. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.) Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the relationship between the client and the evaluator, and the role of the evaluator in that relationship. Indicates need for evaluator to have training as and act as a counselor to the client.

174 Patterson, C., Methods of assessing the vocational adjustment potential of the mentally handicapped. Training School Bulletin, 1964, 61, 129-152.

Lists the characteristics which should be assessed when evaluating the mentally handicapped. Discusses advantages and disadvantages of psychometric procedures which may be used to evaluate these characteristics such as intelligence tests and achievement tests, manual dexterity, and personality factors. Discusses recent trends toward the increased use of the work sample methods and notes limitations.

175 Peterson, R., & Jones, E., Guide to jobs for the mentally retarded, revised edition. Pittsburgh: American Institute for Research, 1964.

A manual containing a listing of jobs which may be performed by the mentally retarded. Each job is profiled by a general description, possible Dictionary of Occupational Titles (D.O.T.) reference, specific job activities, necessary personal characteristics, and training suggestions. Also contains a section on client selection and evaluation methods for specific jobs including use of job samples, psychometrics, and situational evaluation.

176 Stubbins, J., et al., Workshops for the handicapped - an annotated bibliography, No. 1. Los Angeles: California State College, Rehabilitation Counseling Program, 1964.

An annotated bibliography covering the area of workshops for the handicapped published between 1955 and 1964. Included is an article by Calvin Simons on The Consultant in Workshops for the Handicapped.

177 Tremayne, E., & Spruill, W., A work adjustment center for disabled persons with emotional problems. El Paso, Texas: Goodwill Industries of El Paso, 1964.

Final report of a project conducted with low income emotionally disturbed clients to investigate methods of work adjustment in a controlled work situation, secure placement after the initial work adjustment period, and to do follow-up studies on the individuals involved after their departure from the program. Contains examples of evaluation forms. Program was conducted by the Goodwill Industries of El Paso. (Research and Demonstration Grant 675, PB-197459)

178 University of Washington, Institute for Sociological Research, Personality and ability in the lower intellectual range: A study of assessment methods. Seattle: Author, 1964.

A final report of a project, developed at Goodwill Industries of Tacoma, Washington, to create a means of assessing ability among the mentally retarded. The research involved discussions on the following areas: shortcomings of standardized tests; special problems of the mentally retarded; role of the mentally retarded person; developing rating scales of work performance; specific tests to measure intelligence, dexterity, maladaptive personality traits and educational attainment; what tests measure; prediction of work adequacy, psychological disability, physical disability and work competence; prediction of behavior with life history information; experimental assessment methods. Instructions and plans are given for five work samples used in the project: drill sizing, object assembly tasks, wrap and pack, nail sorting, alphabetic and numeric filing. (Research and Demonstration Grant 603, PB-197342)

179 Vocational Guidance and Rehabilitation Services, Obtaining and using actual job samples. Cleveland: Author, 1964.

A final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Reports on theory of job sample tasks; survey of existing practices regarding job samples; selection, procurement, and installation of job sample tasks; job task trait analysis; job task descriptions and instructions; norming instructions; validity and reliability; characteristics of client population; and follow-up results. Summary, conclusions, and recommendations in the area of job samples as evaluation tools included. (Research and Demonstration Grant 0412)

180 Vocational Guidance and Rehabilitation Services. Obtaining and using actual jobs samples. Cleveland: Author, 1964.

A summary of a final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Contains information on the following areas: survey of existing practices, selecting and securing job samples, installing job samples, job task trait analysis, job sample task instructions, norming process, reliability, validity, and follow-up results of clients evaluated with samples. (Full final report is annotated.)

181 Alabama School of Trades Rehabilitation Center, A method for evaluating and adjusting the emotionally handicapped client and older disabled worker for competitive employment. Gadsden, Alabama: Author, 1965.

The final report and description of a project to develop work adjustment and work evaluation for the "problem" client (emotionally handicapped, older disabled worker) who had failed previously and who was not fully assessed by standardized tests and routine work samples. The "problem" client population consisted of those with physical disabilities and mental disabilities whose primary handicap was manifested in a negative attitude toward work and an inappropriate pattern of vocational adjustment. The evaluation phase consisted of simple subcontract jobs and work related activities such as ceramics, weaving, copper tooling, leather working, sewing and wood construction. The results and implication of the study are included in the final report.

182 Arkansas Rehabilitation Research & Training Center, Evaluation for rehabilitation potential. Hot Springs, Arkansas: Author, 1965.

Presents the results of a workshop held at the Arkansas Rehabilitation Research and Training Center. General purposes were to establish guidelines for evaluation of rehabilitation potential, describe techniques and procedures of evaluation, clarify problems in evaluation practices, and identify problems which could be researched. Two types of evaluation units are discussed: the "one-man" unit and the "team" unit. The definition and purpose of vocational evaluation is stated. Research areas are suggested and possibilities for the future put forth.

183 Arkansas Rehabilitation Research & Training Center, Vocational evaluation - a challenge to the field counselor. Hot Springs: Author, 1965.

Proceedings of a seminar conducted by the staff of the Arkansas Rehabilitation Research and Training Center to explore the process of evaluation as it pertains to the field counselor. Objectives of the seminar were to identify common problems in evaluation which the field counselor encounters and to find effective techniques for solving the problems. Also included: basis and need for vocational evaluation, guidelines for referring clients for evaluation, strengths and weaknesses of evaluation, communication between counselors and evaluators.

184 Association of Rehabilitation Centers, Inc., Manual of standards for rehabilitation centers and facilities. Evanston, Illinois: Author, 1965.

A manual of standards for rehabilitation centers and facilities including the goals, organization, services, personnel, records and reports, fiscal management, and physical plant needs of the facility. Contains a section dealing with standards for vocational evaluation units and services, vocational training, work try-out and work experience placement, follow-up and research, and evaluation of various workshop functions. (Manual of Standards for Rehabilitation Centers and Facilities details and expands upon the basics included in Standards for Rehabilitation Centers and Facilities.) (Vocational Rehabilitation Administration Project 516)

185 Association of Rehabilitation Centers, Inc., Standards for rehabilitation centers and facilities. Evanston, Illinois: Author, 1965.

Lists standards and major principles for the standards of: goals, organization, services, personnel, records and reports, fiscal management, and physical plant as related to a rehabilitation facility. (See Manual of Standards for Rehabilitation Centers and Facilities which details standards and basic principles.) (Vocational Rehabilitation Administration Project 516)

186 Cundiff, G., Henderson, S., & Little, N. (Eds.), Training guides in evaluation of vocational potential for vocational rehabilitation staff. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1965.

A guideline to be used by the counselor in evaluation planning and carrying through of the vocational potentials of the handicapped. The report details the following: the basic components of an adequate assessment, guidelines for selection of clients for formalized facility evaluation, and organization and utilization of community resources to obtain evaluation services. The appendices include various rating forms, checklists and descriptions of vocational evaluation units in individual facilities.

187 Fairman, C., Evaluation of the institutionalized retardate. In W. West (Ed.), Occupational therapy for the multiply handicapped child. Proceedings of the Conference on Occupational Therapy for the Multiply Handicapped Child. Chicago: University of Illinois, 1965.

Discusses problems and confusion in the use of evaluation and other rehabilitation terminology. Presents some history of rehabilitation of the mentally retarded. Indicates levels of retardation and relates levels to self-care and vocational adjustment. Presents evaluation theory for the institutionalized retarded.

188 Frenkiel, N., et al., Establishment of work tolerance limits for participation in a sheltered workshop program in a home for the aged. Journal of the American Geriatrics Society, 1965, 13(3), 248-252.

Report of a project designed to measure the work capacities of aged clients. Sheltered workshop tasks were utilized in part to analyze the clients' work tolerance and set work limits.

189 Gelfand, B., Some work types met in work evaluation. Rehabilitation Literature, 1965, 26(11), 335-338. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Presents three different work types encountered in the evaluation process. Defines catalytic - dependent, resistive - dependent, and isolated person and discusses these in relation to the evaluation and work adjustment process.

190 Goodwill Industries of Fort Worth, Work evaluation and training for chronic mental hospital patients in a generic workshop. Fort Worth: Author, 1965.

A final grant report on the development of work evaluation and training for chronic mental hospital patients in a generic workshop. Information is related to the goals of the project: (1) modification and application of techniques of work evaluation which have been used with other disabilities; (2) demonstrate that mental patients not considered "feasible" can be rehabilitated: (3) to demonstrate the effectiveness of the inter-agency approach; (4) demonstrate the contributions of work adjustment experience in a non-hospital setting to eventual rehabilitation of mental patients; (5) study the placement problems for mentally ill clients. Contains description of the evaluation workshop program. Samples of evaluation forms included. (Research and Demonstration Grant 689-64-C3)

191 House, F., et al., Vocational rehabilitation in a voluntary community hospital. Ann Arbor, Michigan: St. Joseph Mercy Hospital, 1965.

A final grant report designed to study comprehensive rehabilitation in a general hospital and formulate a model program. Contains a full description of the rehabilitation program in operation at St. Joseph's Mercy Hospital of Ann Arbor. Report includes information on psychological evaluation, vocational evaluation, personal and occupational adjustment training. Jobs within the hospital confines were used as evaluation stations. (Research and Demonstration Grant 827-M-P, PB-197426)

192 House, F., & Howes, F., Vocational rehabilitation in the general hospital. Archives of Physical Medicine and Rehabilitation, 1965, 46, 476-480.

Describes a hospital evaluation and adjustment program that utilizes work stations within the hospital. Discusses the role of the vocational counselor (evaluator) and indicates the traits in which the patient is evaluated. Medical management, placement, and results of the program are also given.

193 Klapper, M., Disciplines vary in vocational evaluation. Rehabilitation Record, 1965, 6(4), 22-25.

A report on securing accurate and consistent evaluation results using a team approach for 14-16 year old disabled students from New York City public schools who were being considered for an intensive two-year prevocational program.

194 Kramer, J., Work adjustment, training and evaluation for teenage retardates. In W. West (Ed.), Occupational therapy for the multiply handicapped child. Proceedings of the Conference on Occupational Therapy for the Multiply Handicapped Child. Chicago: University of Illinois, 1965.

A description of a work experience and evaluation program for mentally retarded teenagers at the Fort Worth Society for Crippled Children and Adults. Main goal is the use of a product and assembly line operation to develop the work habits and skills essential for the teenage clients to achieve employment potential.

195 Leshner, S., & Snyderman, G., A new approach to the evaluation and rehabilitation of the vocationally handicapped. In J. Adams (Ed.), Counseling and guidance - a summary view. New York: Macmillan, 1965, 95-104.

A description of the evaluation and personal adjustment program at Jewish Vocational Service, Philadelphia. The process is discussed including work sample evaluation and a description of some work samples used; production evaluation, evaluation of client progress; and personal adjustment training. A case study, observations, and conclusions are also included.

196 Linde, T., A manual of work adjustment training of the Jewish Vocational Service. Milwaukee: Jewish Vocational Service, 1965.

A presentation of the Selective Training and Evaluation Programming (STEP) program, developed by the Jewish Vocational Service, Milwaukee, and designed to provide work adjustment for clients unable to reach successful employment. Evaluation procedures are described for the following areas: attendance, perseverance, quantity - potential and functional, quality, supervisory relationships, appearance, and generalization of work habits. Specific evaluation and training is described in the areas of clerical work, custodial work, model apartment living, and research and payroll work. The roles of the rehabilitation counselor, workshop supervisor, and placement department are discussed as they relate to the STEP program.

197 Neuhaus, E., A unique prevocational program for educable retardates. Mental Retardation, 1965, 3(4), 19-21.

Describes a prevocational training program for retarded young adults. Stresses the need of special education classes to prepare retardates for work in the real world through work oriented curriculums.

198 Sakata, R., & Sinick, D., Do work samples work? *Rehabilitation Counseling Bulletin*, 1965, *8*(4), 121-124. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), *Vocational evaluation and work adjustment: A book of readings*. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Merits and limitations of work samples are discussed. Suggests the use of both work samples and psychometric tests to have a more effective evaluation of a client. Recommends areas of needed research in work sample evaluation.

199 Stubbins, J. (Comp.), *Workshops for the handicapped: An annotated bibliography*, No. 2. Los Angeles: California State College at Los Angeles, Rehabilitation Counseling Program, 1965.

An annotated bibliography which references to articles on various aspects of the workshop process. Current through May, 1965. Includes an article by Stubbins on the role of the counselor in the workshop and the importance of evaluation to the counselor.

200 United Cerebral Palsy of New York City, Inc., *A demonstration and research project to study the methods for facilitating the adaptation of adults with cerebral palsy to personal, social, and vocational instrumental roles*, final report. New York: Author, 1965.

A description of a study (experimental) conducted by the United Cerebral Palsy of New York City to develop a method of fulfilling the personal, social, and vocational needs of multiply handicapped adults who have cerebral palsy. The program consisted of a variety of curriculum areas including communications media, social awareness, homemaking, grooming, vocations, woodworking, travel, prevocational areas, adult education. Included in the report is a detailed description of the population; content and implementation of the program which includes training, orientation, and exploration of the curricula of the program, the basic subject material, methods and techniques used in each training course; guidance and counseling services; prevocational counseling; individual counseling; and coordination of all services. Areas of prevocational training were clerical tasks, assembly tasks, service operations, and graphic arts. A detailed report of the findings of the study also appears. (Research and Demonstration Grant 1001-P)

201 Wagner, E., & Hawver, D., Correlations between psychological tests and sheltered workshop performance for severely retarded adults. *American Journal of Mental Deficiency*, 1965, *69*(5), 685-691.

A description of a study to find out the correlations between eight psychological tests and sheltered workshop performance for severely retarded adults. Results of the study included.

202 West Virginia State Board of Vocational Education, Division of Vocational Rehabilitation, *Out of the shadows: A program of evaluation and prevocational training for mentally retarded young adult females*. Charleston: Author, 1965.

Description of an evaluation and adjustment program for mentally retarded young adult females. Program was structured around a domestic workshop which included dormitory quarters, a model kitchen, dining room, laundry and classroom to provide activities related to domestic and homemaking employment. Complete curriculum guide for evaluation and prevocational conditioning course included. (Research and Demonstration Grant 957)

203 Bashey, H., & Silverton, G., *Evaluation and adjustment center for the emotionally disturbed*. Tacoma, Washington: Tacoma Goodwill Industries Rehabilitation Center, 1966.

A final report of a project conducted by Tacoma Goodwill Industries Rehabilitation Center to develop specialized evaluation and adjustment services for chronically unemployed disabled persons with emotional problems. The report details the following: referral sources, selection and background of clientele, psychological test results, work sample results, placement and follow-up, implications of the study. (Selected Demonstration Grant 1254)

204 Bitter, J., *Training guide for vocational habilitation*. St. Louis: Jewish Employment and Vocational Service, 1966.

A training guide for rehabilitation personnel for use with habilitation clients, i.e., clients with little or no vocational experience. The guide is organized into phases with particular objectives to be accomplished in each phase and different resources to be utilized in each phase for evaluation, adjustment and specific job preparation. (Vocational Rehabilitation Administration Grant 1525-64-3)

205 Richmond Professional Institute, School of Rehabilitation Counseling, *Training institute on factors in work evaluation*. Richmond, Virginia: Author, 1966.

Proceedings of a training institute on factors in work evaluation. Presentations included are: Evaluation Concepts and Problems by M. Cohen, The Current Status of Vocational Evaluation and Prevocational Training Programs in the United States by S. Speicer and M. Cohen, An Overview of Work Evaluation by P. Lustig, A Review of VRA Sponsored Work Evaluation Projects by J. Campbell, and The Implication of New Legislation on Client Evaluation by W. Crunk. (Vocational Rehabilitation Administration Contract 66-21)

206 Campbell, J., A review of VRA sponsored work evaluation projects. In Richmond Professional Institute, School of Rehabilitation Counseling, *Training institute on factors in work evaluation*. Richmond, Virginia: Author, 1966, 21-40.

A brief description of ten VRA sponsored projects on work evaluation. Reports are grouped according to the following: evaluation of the retarded, physical rehabilitation facilities projects, and vocational oriented workshop projects. Information included for each project includes title, location, purpose and methods of investigation.

207 Cohen, M., Evaluation concepts and problems. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 8-11.

Raises questions to many of the commonly accepted concepts of evaluation and brings out many of the problems that confront the field of vocational evaluation.

208 Crunk, W., The implication of new legislation on client evaluation. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 41-48.

A discussion of the Vocational Rehabilitation Amendments of 1965 and some of the provisions of the legislation such as increased federal funding, extended evaluation of severely disabled persons, and staff development of state agencies. Also discusses the implications of the legislation on evaluation.

209 Lustig, P., An overview of work evaluation. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 12-20.

A discussion of the importance of work evaluation, purposes and goals, and current methods of work evaluation and their underlying assumptions.

210 Speicer, S., & Cohen, M., The current status of vocational evaluation and prevocational training programs in the United States. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 1-7.

Describes results of a study (questionnaire type) which was conducted to determine the current trends and practices in vocational and prevocational programs in the United States.

211 Clark, B., & Lerner, G., Occupational therapists participate in prevocational screening. The American Journal of Occupational Therapy, 1966, 20, 91-92.

A description of the Prevocational Screening Test, a battery of tests designed to provide occupational therapists with information about a client's personal behavior in a work situation. Considered to be particularly useful in evaluating the emotionally disturbed.

212 Kyostio, O., Work tests as indicators of vocational fitness. Helsinki: Suomalainen Tiedeakatemia, 1966.

Report of an investigation where work tasks were administered to youth in the Finnish schools to determine how the basic education tasks have prognostic value for later success in work, general school success, and success in a vocation. Tasks used were reading of diagrams, draughting diagrams, forging, filing, platework, and work with machines. Contains detailed statistical results, and discussion of the outcomes of the study.

213 Leslie, G., Suggested guidelines for organization and operation of vocational evaluation units, draft. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1966.

Results of a study made to provide guidelines for the organization and operation of vocational evaluation units. Defines certain terms at the outset, i.e., guidelines, vocational evaluation, and rehabilitation facility. Discusses establishing goals; organization of the unit; program of services; areas of personnel training, specialization, and qualifications of personnel; and records and reports. The appendices provide a guide for the study of the evaluation process, an example referral to an evaluation unit from a field counselor plus the client's social history.

214 Little, N. (Ed.), Guidelines for organization and operation of vocational evaluation units: Report No. 2 of the study committee on evaluation of vocational potential. Rehabilitation Services Series No. 67-50. Fourth Institute on Rehabilitation Services, Washington: U.S. Department of Health, Education, and Welfare, 1966.

A guide for the development of a vocational evaluation unit. Discussion is included in the following areas: organization of the evaluation unit; services necessary for providing an effective evaluation program; necessary personnel for the evaluation unit; maintenance of records; and legal management of fiscal affairs. Appendices include a guide for the study of the evaluation process and an example of a referral report form.

215 Nadolsky, J., Evaluation criteria: An essential precursor to systematic vocational evaluation. Rehabilitation Counseling Bulletin, 1966, 9(3), 89-93. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Proposes that the Dictionary of Occupational Titles occupational families be used as a constant criterion by which to judge evaluation results and to develop evaluation procedures.

216 Neff, W., Problems of work evaluation. Personnel and Guidance Journal, 1966, 44(7), 682-688. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A review of the advantages and disadvantages of four approaches to work evaluation: (1) the mental testing approach (psychometrics); (2) job analysis approach; (3) work sample approach; and (4) situational assessment.

217 Perkins, D. (Comp.), Workshops for the handicapped: An annotated bibliography, No. 3. Los Angeles: California State College, Rehabilitation Counseling Program, 1966.

An annotated bibliography, third in a series, dealing with available literature on workshops for the handicapped. Also included are two articles; one by Paul Lustig (Sheltered Workshops: Business or Social Service Agency?), and one by Isadore Salkind (Training of Work Administrators).

218 Robinault, I. (Comp.), *References related to prevocational and vocational needs of the cerebral palsied*. New York: United Cerebral Palsy Association, 1966.

An annotated bibliography on material related to prevocational assessment, vocational evaluation, counseling, and placement. Designed primarily for the reader interested in the rehabilitation of the cerebral palsied but relevant to all disabilities.

219 Speiser, A., Pearl, H., & Staniec, A. (Comps.), *Bibliography on work evaluation in vocational rehabilitation*. Syracuse, New York: Consolidated Industries of Greater Syracuse, Inc., 1966.

A bibliography compiled on the subject of work evaluation in vocational rehabilitation through approximately 1966.

220 Ungerleider, J., & Shadowen, P., The diagnostic and therapeutic value of work. *Hospital & Community Psychiatry*, 1966, *17*(12), 39-41.

Describes the practice of work therapy at the Neuropsychiatric Institute in Los Angeles and notes opportunity for observation of ego-functioning of patient. Discusses the diagnostic and therapeutic values of work.

221 University of South Dakota, Department of Psychology, *The predictive assessment of the adult retarded for social and vocational adjustment: Part I annotated bibliography*. Vermillion, South Dakota: Author, 1966.

An annotated bibliography of references pertinent to the problem of predictive assessment of the adult retarded for vocational and social adjustment. (Research and Demonstration Grant 1624)

222 Barton, E., *Training material on work evaluation*. Los Angeles: California State College, 1967.

Discussion of work evaluation for mentally retarded clients. Article also discusses basic concepts and principles in work evaluation, case conferences, observational and behavior rating procedures, work sample testing, report writing, and various rating scales which may be used in evaluation.

223 Bitter, J., Using employer job-sites in evaluation of the mentally retarded for employability. *Mental Retardation*, 1967, *5*, 21-22.

Describes limitations of standardized tests and work samples for evaluation of the mentally retarded and the advantages and disadvantages of job-site evaluations. A job-site evaluation program at the St. Louis Jewish Employment and Vocational Service is described.

224 Elkin, L., Predicting productivity of trainable retardates on experimental workshop tasks. *American Journal of Mental Deficiency*, 1967, *71*(4), 576-580.

Describes a study of the performance of institutionalized trainable retarded adults at Saskatchewan Training School on four experimental tasks -- color sorting, form sorting, hand assembly, and tool assembly. The purpose of the study was to examine three facets of employability prediction -- objectifying criteria for measuring success on the job, predicting work potential of institutionalized trainable retardates, and estimating predictive value of work samples. Research findings are included and are given separately on male and female participants.

225 Gable, C., Performance evaluation: A method of determining the vocational potential of patients. *American Archives of Rehabilitation Therapy*, 1967, *15*, 5-18.

Defines and describes performance-evaluation as used in the Manual Arts Therapy Section of Bronx Veterans' Hospital. Discusses locating the vocational problem, referral to performance-evaluation, formulation of and judgements based on the performance-evaluation program, and the preparation and use of reports. Included are a glossary of terms defining manual arts therapy, performance-evaluation, and performance-evaluation report; rules for the performance-evaluation report; and a manual arts therapy worksheet.

226 Gill, R., *Planning and equipping the vocational evaluation unit*. Phoenix, Arizona: Division of Vocational Rehabilitation, 1967.

A discussion of considerations in developing, planning, and equipping a vocational evaluation unit. Includes discussion in the following areas: geographic location of the unit; location of unit within a comprehensive facility; staffing the unit; space considerations; treatment of floors, walls and ceiling; lighting and utilities; furniture; equipment and tools; storage; and safety factors.

227 Gill, R., *Vocational evaluation unit curriculum guide*. Phoenix, Arizona: Division of Vocational Rehabilitation, 1967.

A guide designed for use in the evaluation of educable mentally retarded high school students. The guide lists numerous observable behavior objectives, steps in learning behaviors, activities to acquaint students with the type of behavior and sources of information pertaining to the specific behavior.

228 Goodwill Industries of Chicago and Cook County, *M.O.V.E.: A developmental report*. Chicago: Author, 1967.

A developmental report by Goodwill Industries of Chicago and Cook County, Illinois, on the creation of the Multidimensional Objective Vocational Evaluation (M.O.V.E.) method of vocational evaluation using work tasks and paper and pencil tests. Each task in the system is keyed according to the *Dictionary of Occupational Titles* worker trait arrangement for determining the job skill used to perform the given work. The use of factor analysis, physical capacities, vocational interest, and task validation in the evaluation system is discussed.

229 Gust, T., The psychological-vocational evaluation report: Reciprocal referral responsibility. Rehabilitation Counseling Bulletin, 1967, 10(3), 108-111. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses the responsibilities of the referring counselor and evaluating agency and presents a simplified form and method for report writing. States responsibilities of referring counselor and evaluator and need for communication between the two. Contains a sample of the evaluation report and briefly discusses each point.

230 Hoffman, P., VRA activities that have meaning for work evaluators. Paper presented to Third Annual Conference of American Association of Work Evaluators, Atlanta, Georgia, May 15, 1967. Reprinted in American Archives of Rehabilitation Therapy, 1968, 16(1), 24-34.

Describes Public Law 89-333 as it relates to further services that may be provided by work evaluators. Discusses the economic considerations of the law in the following areas: determination of vocational potential, removal of financial needs requirements, training provisions, grants for innovation, funding for rehabilitation facilities, workshop improvements, research, demonstration and training. A number of specific research and demonstration projects, special education programs, and technological advances that have been funded under PL 89-333 are outlined.

231 Institute for the Crippled and Disabled, The job sample in vocational evaluation, final report. New York: Author, 1967.

A report on the development and validity of the TOWER System conducted by the Institute for the Crippled and Disabled, New York. Report contains origin of TOWER System, research design, factor analysis of predictors and intermediate criteria and the validity of the TOWER job sample, both for competitive employment and workshop performance. Appendices include results of study from information received from cooperating centers, and detailed statistical data. (Research and Demonstration Grant 561, PB-197214)

232 Institute for the Crippled and Disabled, TOWER, testing, orientation and work evaluation in rehabilitation. New York: Author, 1967.

Presents history and development of the TOWER System from the Institute for the Crippled and Disabled and also of the general field of evaluation. Defines approaches to evaluation including job analysis, situational approach, and work sample approach. Also discusses guidelines for the TOWER System, role and qualifications of work evaluators, administration of TOWER System, judging client performance, and planning for the physical facilities of an evaluation unit.

233 Jewish Employment and Vocational Service, A work adjustment center for older disabled workers. Philadelphia: Author, 1967.

Final report of a VRA project conducted by the Philadelphia Jewish Employment and Vocational Service which provided work adjustment and vocational evaluation for disabled older persons. The vocational evaluation system consisted of initial case history and psychological testing at intake and vocational evaluation using work samples and workshop activities. Includes implications, summary and conclusions. (Research and Demonstration Grant 874)

234 Jewish Vocational Service, A work therapy research center, Monograph No. 7. Chicago: Author, 1967.

A final report of a project designed to show the value of extended work as therapy in the vocational and social adjustment of chronically ill, chronically institutionalized mental patients. Describes the workshop setting and evaluators' techniques utilized including sub-contracts, packaging, packing, stock handling, messengers, work assembly and clerical work. Detailed follow-up study of clients and copies of evaluation scales included. (Research and Demonstration Grant 641)

235 Kidd, J., A job readiness evaluation check list. Exceptional Children, 1967, 33, 581-583.

Describes and illustrates a short, concise, non-copyrighted evaluation check list developed by the Special School District of St. Louis County, Missouri. The form incorporates, in a five-point scale, the personal characteristics from A Guide to Jobs for the Mentally Retarded. Additional characteristics of the successful job holder were incorporated from the experiences of job placement consultants. A complete sample of the form is included with the article.

236 Lawrence, C., & Vescovi, G., Deaf adults in New England. Boston: New England Rehabilitation for Work Center of Morgan Memorial, Inc., 1967.

Final report of a project designed to provide educational, social, rehabilitation, and psychological services for deaf adults. Describes problems in evaluation of the deaf, specifically with work samples, and lists psychometric instruments used. (Research and Demonstration Grant 1576-S)

237 Neuhaus, E., Training the mentally retarded for competitive employment. Exceptional Children, 1967, 33, 625-628.

Describes a three-year project carried out at Abilities, Inc. Purpose of the research was to determine the feasibility of employing educable retarded adults in a competitive work setting after appropriate vocational training and evaluation. Retarded group results are compared to non-retarded group results. States areas of qualitative evaluation and findings of the study.

238 Pimentel, A., The TOWER System as a vocational test for the deaf client. Journal of Rehabilitation of the Deaf, 1967, 1(1), 26-31.

Discusses the ineffectiveness of standardized tests and the "job tryout method" to predict vocational potential of the deaf client. The job sample method as used in the TOWER System is seen as a more valuable predictor when assessing the vocational potential of the deaf client.

239 Rusalem, H., Baxt, R., & Barshop, I., The vocational rehabilitation of neighborhood-bound older disabled persons: A program guide. New York: Federation Employment and Guidance Service, 1967.

Part III of a three-part report of a project which established neighborhood rehabilitation programs in cooperation with a central based center to offer evaluation and rehabilitation to older clients - mobile, homebound or institutionalized. Services included intake, workshop and psychological evaluations, counseling, long-term workshop employment, and follow-up. Included in the report: considerations in selecting a neighborhood for such a facility, intake and evaluation procedures, adjustment and training, administrative considerations including staffing, and special values of such a program. (Research and Development Grant 903-P)

240 Siftar, A., Bibliography: Prevocational evaluation. Minneapolis: Author, 1967.

An unannotated bibliography concerned with prevocational evaluation and areas relating to prevocational evaluation.

241 Springfield Goodwill Industries, Inc., Establishment of a vocational evaluation - work adjustment unit, final report. Springfield, Massachusetts: Author, 1967.

Report of a research and demonstration project carried on at Springfield Goodwill Industries. Purpose of the project was to design evaluation procedures for the severely disabled, mentally retarded, and emotionally disturbed and present findings in such a way so as to enable personnel to efficiently plan and initiate work evaluation and work adjustment programs. Included is a description of the project, detailed description of work samples utilized including sorting, packaging and assembly, collating, sewing, and measuring. Also contains description of job training in the areas of shoe repair, small and large electrical appliance repair, furniture repair, television repair, switchboard operator, laundry work, upholstery, sewing machine, spray painting. Outcomes and implications for the project are discussed in reference to clients served and value of established procedures. (Research and Demonstration Grant 873)

242 Stubbins, J., & Hadley, R. (Comps.), Workshops for the handicapped: An annotated bibliography - No. 4. Los Angeles: Rehabilitation Counseling Program, California State College, 1967.

Fourth issue in a series of annotated bibliographies. Materials covered in this issue are for the period 1966-1967 and pertain to work experience programs for handicapped persons.

243 Rusalem, H., Baxt, R., & Barshop, I., The vocational adjustment of the older disabled worker: A selective review of the recent literature. New York: Federation Employment and Guidance Service, 1967.

A review of recent literature pertaining to the rehabilitation and adjustment of the older disabled worker. Includes bibliography. (Research and Demonstration Grant 903.02)

244 Ayers, G., (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

A compliation of four papers presented at a conference of the National Rehabilitation Association. Covers the evaluation of four socially handicapped types: the alcoholic, patients in a maximum security hospital, the culturally disadvantaged, and the schizophrenic. Articles and authors included: Weir (Assessing the Vocational Potential of the Alcoholic), Bryer (Evaluation of the Hospitalized Schizophrenic), Stensland (Techniques in Assessing the Vocational Potential of the Culturally Disadvantaged), and Hamlin (Evaluating the Vocational Potential of the Socially Handicapped in a Maximum Security Hospital).

245 Bryer, S., Evaluation of the hospitalized schizophrenic. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

Discusses difficulty of predicting vocational behavior in the rehabilitation of the hospitalized schizophrenic. Suggests an overhaul of evaluation system, with particular emphasis on client-counselor relationship.

246 Hamlin, D., Evaluating the vocational potential of the socially handicapped in a maximum security hospital. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

Describes program in which emphasis is on security, human care, treatment, rehabilitation and research, testing and evaluation in a maximum security hospital setting.

247 Stensland, R., Techniques in assessing the vocational potential of the culturally disadvantaged. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

States some of the characteristics of the culturally deprived. Discusses the approaches developed in the Minneapolis Rehabilitation Center with emphasis on assessment techniques and use of the workshop.

248 Wier, W., Assessing the vocational potential of the alcoholic. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

States need for eliminating common fallacies of alcoholism. Describes the comprehensive multidisciplinary approach at the North Dakota Rehabilitation Program for Alcoholics. Discusses the five units of the program, with particular emphasis on the De-toxification Center and the Residential Rehabilitation Facility.

249 Bell, F., Evaluation in epilepsy. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(1), 7.

Use of work as a means of realistically pointing out to an epileptic his inability to perform on a certain type of job is discussed. Allows the client to come to the realization himself that a certain occupation is not feasible in terms of his disability.

250 Walker, R., Simulated tasks. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(1), 3-6.

Describes the use of simulated tasks (work samples) at the Minneapolis Rehabilitation Center and the advantages and flexibility of the tasks. Gives examples of situations within the facility where simulated work may be especially useful.

252 Elkin, L., Predicting performance of the mentally retarded on sheltered workshops and non-institutional jobs. American Journal of Mental Deficiency, 1968, 72, 533-539.

Study supported a hypothesis that a "general ability" factor, encompassing intellectual and psychomotor skills, was related to job performance. Educable mentally retarded clients were evaluated in a sheltered workshop and on non-institutional jobs in various locations in Saskatchewan, Canada. Tasks used were color sorting, form sorting, and hand assembly. Two scales were used to measure performance -- a job evaluation scale for expected performance and a work assessment scale as a measure of observed performance. Difficulties encountered and findings of the study are discussed.

253 Blackman, L., & Siperstein, G., Job analysis and the vocational evaluation of the mentally retarded. Rehabilitation Literature, 1968, 29, 103-105. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Notes the limitations in predicting vocational success for the mentally retarded by using standardized testing instruments. Discusses the merits of the work sample and particularly the job analysis technique as more direct and valid methods of measuring vocational potential.

254 Clawson, L., A study of the Clawson Worksample Tests for measuring the manual dexterity of the blind. New Outlook for the Blind, 1968, 62, 182-187.

Limitations, vocational placement, and testing instruments in evaluating the manual skill of the blind are considered. Describes the worksamples that make up the Clawson Worksample Tests. Notes advantages and disadvantages of worksample approach. Results of a study of Clawson Worksample Tests reveal worksamples can be standardized and objective.

255 Ethridge, D., Pre-vocational assessment of rehabilitation potential of psychiatric patients. The American Journal of Occupational Therapy, 1968, 22(3), 161-167.

Description of a hospital evaluation program for psychiatric patients and development of a rating scale form for measuring rehabilitation potential. Reports correlations between rating scale results and successful rehabilitation.

256 Friedman, S., Real work? Simulated work? The middle of the road. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(3), 3-5.

Discussion of the controversy on defining the difference between "real work" and "simulated work" (work samples). Explains some of the evaluation techniques used at Chicago Jewish Vocational Service.

257 Jewish Employment and Vocational Service, Work samples: Signposts on the road to occupational choice. Philadelphia: Author, 1968.

A final report of an experimental and demonstration (E&D) project carried on at Jewish Employment and Vocational Service (JEVS), Philadelphia, in cooperation with the Pennsylvania State Employment Service. The project purpose was to develop and explore the usefulness of a work sample program, particularly with the disadvantaged. Included in the project: a discussion of the evaluation of the capabilities of the disadvantaged; a description of the JEVS work sample procedure including administration, observation, and scoring statistical findings; summary and conclusions. Appendix includes a bibliography of the evaluation of the disadvantaged, case studies, description of the work samples in the battery, work samples and related worker trait arrangements, work evaluation center, rules for the client, and sample rating forms for work behavior and work sample performance. (Manpower Administration Contract 82-40-67-40)

258 Krantz, G., Theory of employability: Criterion, vocational evaluation, and work adjustment training. Paper presented at Stout State University, Menomonie, Wisconsin, 1968. Also presented as a speech at the National Rehabilitation Association Conference in San Diego, September, 1970, under the title, Employability, its nature, measurement, and improvement.

Indicates need for a clear theory of employability in order that the technologies of vocational evaluation and work adjustment can be properly developed. Indicates need for a clear theory for employability as it relates to criterion, vocational evaluation, and work adjustment training. Discusses some present attempts at developing a theory of employability including the "critical incident" technique.

259 Lustig, P., Evaluating the evaluation. In M. Cohen & N. Thisse (Eds.), *The sheltered workshop*. Boston: Massachusetts State Association of Sheltered Workshops and Homebound Programs, 1968, 65-84.

An examination of the following aspects of the process of evaluation: evaluator's questions, gathering of data, data and conclusions, and use of conclusions. Contains a series of questions and answers on the subject of the length of the evaluation period, the psychological report, and impressions and conclusions reached at the outset of evaluation.

260 Match, E. (Comp.), *Bibliography of vocational rehabilitation with emphasis on work evaluation*. Johnstown, Pennsylvania: University of Pennslyvania, Research and Training Center in Vocational Rehabilitation, 1968.

A bibliography of materials published from 1957 to 1967 relating to vocational assessment. Some entries are annotated.

261 Miller, B., *Vocational rehabilitation in a rural community*. San Luis Obispo, California: Achievement House, Inc., 1968.

The final report of a project conducted by Achievement House, Inc. Contains an overview of the development of Achievement House activities prior to the project; the general plans of the project; the work samples used in the evaluation and training which include greenhouse nursery stock operations, furniture refinishing, office practices, arts and crafts, fishing jigs, and self-inking stamp assembly; and results of the project. (Research and Demonstration Grant 1259-G-65-C-1)

262 Miller, M., *Work evaluation manual for Goodwill Industries*. Washington: Goodwill Industries of America, Inc., 1968.

A manual of methods and procedures for work evaluation in Goodwill Industries. Contains information in the following areas: starting a work evaluation program including organization and financing, physical arrangements, length of evaluation period, and qualifications for evaluators. Also covers psychological testing admission process; work evaluation methods including work samples, work tryouts, trial employment; and report writing. Appendix includes details on clerical job samples, light industrial job samples, semi-skilled job samples, and janitor-maid samples. Examples of evaluation forms included. (This publication is a revision of the 1959 version of *Manual for Establishment of a Work Evaluation Program Within a Sheltered Workshop Setting*.)

263 Neff, W., The assessment of work potential. In *Work and human behavior*. New York: Atherton Press, 1968, 169-182.

A discussion of different methods or approaches to work evaluation including a brief history of the development and need for evaluation. Methods defined are the mental testing approach, job analysis approach, work sample approach and the situational approach.

264 Overs, R., Scientific observation in work evaluation. *American Journal of Occupational Therapy*, 1968, *22*(6), 530-533.

Points out that methods and techniques of scientific observation can be applied to observation of client behavior. Defines goals and describes the scope of observation, the problem of observing behavioral events, and the use of time sampling plan of routine behavior. Discusses the problem of discriminating between observed behavior and inferred attitudes. Discusses the synthesis of information from many sources regarding the client.

265 Overs, R., & Day, V., *Follow-up 81*. Milwaukee Media for Rehabilitation Research Reports, Number 6. Milwaukee: Curative Workshop of Milwaukee, 1968.

Report of a follow-up study on the occupational choice and job adjustment of 81 clients who had completed evaluation at the Curative Workshop of Milwaukee. Describes characteristics of client population. Jobs which clients entered were ranked according to *Dictionary of Occupational Titles* classifications. Suggestions for development of evaluation procedures included were based on the job choices of the clients and the evaluation methods which were utilized. Emphasizes need for more scientifically developed job samples and utilization of psychological measurement methodology for standardizing job samples.

266 Overs, R., & Trotter, A. (Eds.), *The theory of job sample tasks*. Milwaukee Media for Rehabilitation Research Research Reports, No. 2. Milwaukee: Curative Workshop of Milwaukee, 1968.

A basic orientation to the theory, development and current status of work samples. Discusses the following: the difference between actual job sample tasks and simulated job sample tasks, job task construction, assessment with paper and pencil tests, norming job samples, reliability of job samples, validity of job samples.

267 Rosenberg, B., Industrial demands and evaluation. *Vocational Evaluation and Work Adjustment Bulletin*, 1968, *1*(4), 7-10.

Lack of proper work sample development which results in unsatisfactory work samples and thus invalid evaluation results is discussed. Emphasizes that industrial demands of actual work must be considered in the development of work samples.

268 Villemarette, J., The many dimensions of voc eval. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(4), 11-13.

An explanation of the theory of vocational evaluation, its problems, and its future. Lists aspects of the role and purpose of evaluation.

270 Spergel, P., & Leshner, S., Vocational assessment through work sampling. Journal of Jewish Communal Service, 1968, 44, 225-229.

Describes the work sample battery used by the Philadelphia Jewish Employment and Vocational Service. Discusses their administration, observation and scoring. Notes that work samples are reality-oriented and provide for better observation of basic employment behavior.

271 Stubbins, J., & Noll, E. (Comps.), Workshops for the handicapped: An annotated bibliography, No. 5. Los Angeles: Rehabilitation Counseling Program, California State College, 1968.

The fifth edition of an annotated bibliography covering literature from July of 1967 through June of 1968 relating to a variety of work experience programs for the handicapped. Also includes items published earlier that have not been included in previous editions.

272 University of California at Los Angeles, Division of Rehabilitation, Neuromuscular responses and work samples as predictors of job performance. Los Angeles: Author, 1968.

A study to develop a battery of job samples which would predict the job performance of employees working in assembly or light machine occupations. The study had four basic hypotheses: (1) that "stresses" imposed by the tests on the subjects could be measured in terms of muscular tension; (2) that the tests and job samples would have high measurement accuracy and reliability; (3) that a "capability profile" could be selected and a single group of tests would be capable of predicting actual job performance; (4) that tests within the "capability profile" could predict what types of disabled subjects would fall into the low productivity category. (Research and Demonstration Grant 1990-M)

273 University of Maryland, Department of Industrial Education, Collating in sheltered workshops, Technical Bulletin No. 2. College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1968.

Details the advantages and disadvantages of various methods of collating. Contains information on more efficient means of collating, physical surroundings needed for collating, collating with machines and rack and paper receiver, and methods of bidding for collating jobs.

274 Wright, G., & Trotter, A., Rehabilitation research. Madison: University of Wisconsin, 1968.

A publication containing articles pertaining to research in all areas of rehabilitation. Included are the following articles pertaining to the evaluation area: Procedures of Vocational Potential of the Cerebral Palsied, Evaluating the Vocational Potential of the Retarded, The Evaluation of Intellectual and Other Abilities of the Retarded, Prevocational Evaluation in a General Hospital and in a Rehabilitation Center, and The Use of Job Samples to Evaluate Vocational Ability.

275 Wright, G., & Trotter, A., Evaluating the vocational potential of the retarded. In Rehabilitation research. Madison: University of Wisconsin, 1968, 146-154.

A description of a four-year project at the Edward R. Johnstone Training and Research Center in Bordentown, New Jersey, to develop evaluation techniques for the retarded. The project had two major objectives: to develop within a residential evaluation setting a framework to predict performance in a particular program phase from any preceding phase, and to assess the effects of controlled variations on the vocational adjustment of clients. The following phases of the program were evaluated as to their effectiveness and correlations are presented: vocational evaluation, psychological evaluation, vocational interest, vocational training, group counseling, and vocational placement.

276 Wright, G., & Trotter, A., Prevocational evaluation in a general hospital and in a rehabilitation center. In Rehabilitation research. Madison: University of Wisconsin, 1968, 480-483.

Discusses study designed to examine the usefulness of a prevocational unit in a hospital setting. Studies were conducted at Bellevue Hospital and at the New York University Medical Center. States aims of unit, procedure and results of the study.

277 Wright, G., & Trotter, A., Procedures for evaluating the vocational potential of the cerebral palsied. In Rehabilitation research. Madison: University of Wisconsin, 1968, 29-40.

Report of a five-year study at the Institute for the Crippled and Disabled, New York, for the evaluation of cerebral palsied clients. The project was designed to accomplish three major goals: to establish a standardized operating procedure for a work setting in which the cerebral palsied could be evaluated, to identify a practical method for meeting vocational needs of clients, and to develop a work classification system based on the clients' performance in a work setting. A list of the work samples used is included: sorting and packaging, inspection work, service occupations, clerical work, and basic tools and equipment use.

278 Wright, G. & Trotter, A., The evaluation of intellectual and other abilities of the retarded. In Rehabilitation research. Madison: University of Wisconsin, 1968, 154-161.

A study done at the University of Washington to measure different types of abilities and to provide a reliable basis for assessing behavioral adequacy in mentally retarded young adults. The study utilized intelligence tests, dexterity, personality tests, and a work evaluation scale to predict behavior in the areas of work adequacy, psychological disability and physical disability. Behavior prediction with life history information was also analyzed.

279 Wright, G., & Trotter, A., The use of job samples to evaluate vocational ability. In Rehabilitation Research. Madison: University of Wisconsin, 1968, 483-487.

A report of a study conducted by the VGRS over a seven-year period. The purpose of the study was to establish reliability and validity in the use of job samples which were collected from industries in the Cleveland area. Job samples were used from four areas: assembly tasks, sorting tasks, clerical tasks, and wood and metal working. Results of follow-up studies included.

280 Affleck, P., DeCapot, F., & Szufnarowski, J. (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A compilation of presentations from the above training institute. Included are the following presentations and their authors: Beard (Utilizing Competitive Industry for Vocational Evaluation and Work Adjustment), Rosenberg (Vocational Evaluation Through the TOWER System), and Barnes (Work Adjustment and Vocational Evaluation Foundations for the Rehabilitation Process).

281 Barnes, R., Work adjustment and vocational evaluation foundations for the rehabilitation process. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A discussion of the psychological needs met in work and the implications for rehabilitation facility teams, "work power" of workshops, and vocational evaluation and work adjustment as foundations for the rehabilitation process.

282 Beard, J., Utilizing competitive industry for vocational evaluation and work adjustment. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

Report of the activities provided by Fountain House in New York which is a transitional employment program of evaluation in actual on-the-job experiences. Vocationally disabled persons, primarily psychiatrically handicapped, are placed in positions in private enterprise under supervision of an employee of Fountain House. Placements are individual and group in a variety of types of business. Discusses the growth of the program since its origin in 1958 and the special considerations of such a type of facility. (Rehabilitation Services Administration Grant 768-T-69)

283 Hoffman, P., Work evaluation and work adjustment. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

Discusses work evaluation and work adjustment as separate but related techniques. Defines vocational evaluation and work evaluation. Specific techniques of work evaluation and their advantages and disadvantages are presented including work samples, situational work, and job analysis. Psychometric testing merits and limitations are also included. Relates work task, work situation, and work environment to the concepts of work evaluation and work adjustment. Contains information on staffing and refers to the many types of individual vocational backgrounds and knowledges which may contribute to the evaluation process.

284 Rosenberg, B., Vocational evaluation through the TOWER System. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A brief description of the development of work samples of the TOWER System, how the TOWER System is used, and its benefits. Also a general discussion of work evaluation and its inter-relation with rehabilitation agencies.

285 Brainerd State Hospital, Cooperative Vocational Rehabilitation Program, Pre-vocational evaluation. In Brainerd State Hospital, Procedures manual for habilitation of the mentally retarded. Brainerd, Minnesota: Author, 1969.

An introduction to the procedures used at Brainerd State Hospital in the pre-vocational evaluation unit. Includes the unit objectives, staff and resources (standardized tests, work samples, and job training sites). Contains copies of the evaluation report forms and rating scales used in the evaluation unit.

286 Pruitt, W., & Pacinelli, R. (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969.

A compilation of several papers reflecting the current situation in work evaluation, prepared by participants in an institute held in Denver, August, 1969. Articles and authors included are: Hoffman (Work Evaluation: An Overview), Roberts (Definitions, Objectives and Goals in Work Evaluation), Sankovsky (Patterns of Services in Vocational Evaluation), Sink (Evaluation - A Reason for Concern), Bregman (Organization and Administration of the Vocational Rehabilitation Center Work Evaluation Program), Lee (Structure and Administration of a Work Evaluation Program), Spergel (The Organization and Administration of a Comprehensive Work Evaluation Unit in a Multifunctioning Vocational Rehabilitation Program), Rosenberg (Organization and Administration of Work Evaluation Programs), Smith (Closing the Manpower Gap in Vocational Evaluation), Church and Barnes (Funding for Work Evaluation Units and Purchase of Work Evaluation Services). (Education Grant 418-T-69)

287 Bregman, M., Organization and administration of the vocational rehabilitation center work evaluation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 73-79.

Describes evaluation system, utilization of work samples, and simulated work activities of the Vocational Rehabilitation Center of Allegheny County, Pennsylvania. Approaches evaluation as the diagnostic phase of rehabilitation.

288 Church, R., & Barnes, R., Funding for work evaluation units and purchase of work evaluation services. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 111-118.

Provides specific reference data on funding of vocational evaluation units and purchase of services. Details legislation which provides for funding purposes.

289 Lee, L., Structure and administration of a work evaluation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 79-85.

Stresses the importance of diversification, flexibility, innovation, and creative experimentation in making work tasks, work settings, and staff more attuned to the specific rehabilitation needs of the client. Discusses how these characteristics may be achieved.

290 Rosenberg, B., Organization and administration of work evaluation programs. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 97-99.

Discusses and describes the TOWER Evaluation System and advantages of the work sample approach. Includes some general guidelines in setting up an evaluation unit.

291 Sankovsky, R., Patterns of services in vocational evaluation. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 33-34.

Report of a survey conducted to identify services and patterns of services in vocational evaluation. Answers to the following topics are included: characteristics of rehabilitation facilities that provide vocational evaluation services (emphasis of facility, type of facility, geographic location), and characteristics of vocational evaluation programs with respect to staff and services.

292 Sink, J., Evaluation - a reason for concern. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 63-69.

Points out problems in the areas of evaluation and work adjustment that must be solved in order to provide better services for clients.

293 Smith, D., Closing the manpower gap in vocational evaluation. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 103-108.

Points out the shortage and need for trained evaluators. Presents ideas for training vocational evaluation personnel through universities and in-service training. Discusses the use of evaluation aides. Argues for more salary incentive, student stipends, and federal funding to help close the manpower gap.

294 Spergel, P., The organization and administration of a comprehensive work evaluation unit in a multifunctioning vocational rehabilitation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 89-94.

Describes the principles of work evaluation and the organization and administration of a vocational assessment program. Discusses interaction between evaluation and other rehabilitation disciplines and executive responsibilities in the planning and operation of a work evaluation unit.

295 Bregman, M., Some common components in vocational evaluation. Paper presented at the National Rehabilitation Association Annual Conference, New York, November, 1969.

Discusses theory, need for, and history of vocational evaluation. Presents commonalities and problems in existing evaluation programs such as level of evaluator training, amount of time spent in evaluation, and utility of evaluation in regard to different types of clientele.

296 Button, W., et al., A conceptual framework for the analysis of work behavior in sheltered workshops. Studies in Behavior and Rehabilitation No. 1. Ithaca, New York: Cornell Region II Rehabilitation Research Institute, Cornell University, 1969.

Describes a basic system for researching the work behavior of clients in a sheltered workshop. The following areas are included: review of research in organizational behavior, and basic concepts and variables in behavior. A method of observing work behavior and recording significant work behavior is outlined. (Research and Demonstration Grant 2075-G)

297 Chaffin, J., Production rate as a variable in the job success or failure of educable mentally retarded adolescents. Exceptional Children, 1969, 35, 533-538.

Discussion of a study conducted in two school districts in Kansas with educable retarded high school students in work sample experiences. Study investigated the importance of production rate of mentally retarded clients as an influencing factor in their employment success. Two separate experiments were conducted in the study; the first to compare production rates of ten pairs of clients (ten successful and ten unsuccessful). The second experiment involved increasing production rate of the unsuccessful group and decreasing production rate of successful clients.

298 Clark, D., Evaluation: A psychologist's view. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(2), 3-6.

Need for research in the field of vocational rehabilitation is discussed. Necessity of feedback and publication of research results so that practitioners may use this information is stressed.

299 Messenger, S., Predictive value of ten variables. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(2), 7-8.

Describes a study to determine which types of tests have the highest correlation with typing success, motor dexterity or higher mental ability tests. Lists tests used, mentions some previous research done in the area, and describes the testing procedure. Gives correlation results between the variables (tests) and typing success.

300 Coffey, D., The Dictionary of Occupational Titles in work sample development. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(6).

Describes the Dictionary of Occupational Titles and discusses its utilization in the more scientific preparation and development of job samples.

301 Cooperative Educational Services Agency, Pre-vocational assessment laboratory. Gillett, Wisconsin: Author, 1969.

A manual of work samples to evaluate and train mentally retarded high school students in a mobile evaluation laboratory. The work samples described in the manual include: stocking and sorting, assembly and packaging, mail sorting, alphabet card filing, sewing, hand tool use, tire repair, bike repair, adding machine, phone use, typing, drill press, cleaning clothes, ironing, engine assembly, electrical repair work, cash register, weight and pricing, petty cash, table setting, restaurant, serving, time and operation, and fly tying.

302 Cornwell, E., Vocational evaluation laboratory. Beaumont, Virginia: Virginia Department of Vocational Rehabilitation, 1969.

A description of the vocational evaluation laboratory at the Beaumont School for Boys, Beaumont, Virginia. Includes outline of evaluation procedures for 11 evaluation areas: automobile mechanic, barber, bricklaying, drafting, electricity, radio and TV repair, soldering, food service, plumbing, social-psychological, tailoring, welding, and woodwork. Each procedure includes brief statement of the job, personal requirements, psychological tests applicable, and applicable work samples.

303 Coun, R., Work evaluation techniques as employed in a workshop setting for the emotionally disabled. Paper presented at the Problem Clinic: Work Evaluation Techniques for the Mentally Handicapped, Institute for the Crippled and Disabled, New York, March, 1969.

A description of a work evaluation program employing job samples and sub-contract work techniques at Jewish Vocational Service, Newark. Advantages and limitations of work evaluation are discussed as is counseling as an important adjunct to the evaluation process.

304 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh: University of Pittsburgh, 1969, 1(1).

A volume of abstracts from professional literature from 1964 to 1969 on assessment and the socially handicapped. Includes a key term index with the abstracts to refer readers to specific topics.

305 Dunn, D., Decision-making in work evaluation. Unpublished manuscript, Stout State University, 1969.

An examination of decision-making processes that involve the work evaluator functioning in a situation where he has control over the information gathering procedures. The article includes information on elements of decision-making, decision strategies, test information and decision-making, and the implications decision-making has for the work evaluator.

306 Egerman, K., & Gilbert, J., The work evaluator. Journal of Rehabilitation, 1969, 35(3), 12-14.

Reports a broad survey made among work evaluators in which information was gained concerning their work habits and work activities, plus their evaluations of themselves and their field. Results are listed along with conclusions drawn.

307 Feldman, R., & Mordock, J., A cognitive process approach to evaluating vocational potential in the retarded and emotionally disturbed, part II. Rehabilitation Counseling Bulletin, 1969, 12, 195-203.

Describes and discusses the Devereaux Cognitive Process Study (DCPS) designed to examine cognitive functioning of emotionally disturbed and retarded clients in relation to vocational potential. DCPS uses physical stimuli under problem conditions to rate client on work tempo, ability to profit from experience, decision making, and other factors considered desirable in work situations. Part I of this article appears in Rehabilitation Counseling Bulletin, 1962, 12, 136-143, under authorship of Mordock, J., & Feldman, R.

308 Genskow, J., Evaluation process. Paper presented at the spring meeting of the Illinois Rehabilitation Association, May, 1969.

Discusses the process of evaluation in general and as practiced at the Decatur, Illinois Evaluation Center (DEC). Discusses the goals of evaluation from the viewpoint of both counselor and client; and advantages and disadvantages of four major methods of evaluation -- psychological testing, production performance, work samples, and on-the-job evaluation which are incorporated into the evaluation program at DEC.

309 Friend, E., Establishing an evaluation unit. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 9-10.

Discusses purposes of vocational evaluation, and states some general guidelines in the development of work samples.

310 Goldstein, H., Research design and execution. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 5-8.

Discusses research design and execution intended to determine validity and reliability of evaluation technique. Reports on the predictive value of rating scales used at MacDonald Training Center, Jewish Vocational Service - Chicago, and the Delgado Rehabilitation Center.

311 Hardy, R., & Cull, J., Standards in evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 11-13.

Emphasizes that evaluators must maintain high standards in evaluation procedures in order to live up to the obligation of recent rehabilitation legislation. Discusses various evaluator duties and functions and many things that an evaluator should think about and be aware of during the evaluation process.

312 Gordon, J., Testing, counseling and supportive services for disadvantaged youth. Ann Arbor, Michigan: University of Michigan, Institute of Labor and Industrial Relations, 1969.

A compilation of results funded under the Manpower Development Training Act (MDTA), Experimental and Demonstration (E&D) projects. Describes results on assessment counseling and supportive services for disadvantaged youth. Assessment section deals with psychometric tests used, trainee responses to testing, preparing clients for testing, use of tests and test results, test and retest results, test-retest uses, test findings, validity of tests, clinical assessment, work experience ratings, description of work sample evaluation programs, self-assessment and training in taking tests for employment.

313 Hinrichs, J., Comparisons of "real life" assessments of management potential with situational exercises, paper-and-pencil ability tests, and personality inventories. Journal of Applied Psychology, 1969, 53, 425-432.

A study to determine the degree to which a two-day evaluation using a situational test could predict for management potential. Situational test involved placing the testee in a position where he had to perform on management and administrative type tasks. Factors rated through the situational test included aggressiveness, persuasiveness, oral communication, self-confidence, risk taking.

314 Hoffman, P., Evaluation of performance. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(3).

Discusses work performance as a sum of the variables of capacity, effort, appropriateness of effort, and environment. Presents the variables in a formula form.

315 Hoffman, P., Preparation of a manual for a work sample. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(9).

Discusses factors in developing a manual for work samples. Describes sections to be included in the manual. Emphasizes need for clarity of instructions for administration of a work sample.

316 Hoffman, P., Utilization of work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(8).

Points out information which may be gained about the client through the work evaluation process. Discusses intellectual level of functioning, client's interests, client's reaction to various tasks, work habits, and personality.

317 Hoffman, P., Work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(4).

Part I from a speech on work evaluation presented to the Texas Division of Vocational Rehabilitation at Houston, Texas. Discusses theory of work evaluation and presents several different definitions. Differentiates between work evaluation and other techniques of vocational evaluation such as psychometrics.

318 Hoffman, P., Work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(5).

Part II from a speech on work evaluation presented to the Texas Division of Vocational Rehabilitation at Houston, Texas, Discusses and defines work evaluation within the framework of work task, work situation, and work environment.

319 Holbert, W., & Brown, D., The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, interim report. Atlanta: Atlanta Employment Evaluation and Service Center, 1969.

Report on the progress to develop a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. (Research and Demonstration Grant 2988-G)

320 Holbert, W., & Brown, D., The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, proposal. Atlanta: Atlanta Employment Evaluation and Service Center, 1969.

A proposal designed to guide in the development of a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. (Research and Demonstration Grant 2988-G)

321 Horlick, R., Evaluation problems with youthful offenders. Paper read at Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

A discussion of the roots of criminal behavior and some of the problems inherent in the evaluation of the criminal type. Notes advantages and disadvantages of psychological testing and describes work behavior patterns, problems, and variables such as personality, socio-cultural, work adjustment, and cognitive which the evaluator must consider.

322 Jewish Vocational Service of Chicago, The ALPINE project, experimental and demonstration program for vocationally disadvantaged older workers. Chicago: Author, 1969.

The final report of a program designed to develop and evaluate techniques to assist chronically unemployed older workers obtain employment. The program, the ALPINE project, was developed by the Jewish Vocational Service of Chicago. Included in the report are: objectives of the program; selection criteria and procedure; staff and operation of the project; description of the three types of services (workshop evaluation, prevocational training, and selective placement) used in the study; evaluative techniques and procedures of the program; results, conclusions, and recommendations of the program; and detailed statistical treatment of the study. (Manpower Policy, Evaluation and Research Contract 82-15-67-55)

323 Mordock, J., & Feldman, R., A cognitive process approach to evaluating vocational potential in the retarded and emotionally disturbed, part I. Rehabilitation Counseling Bulletin, 1969, 12, 136-143.

A discussion of the need for assessment of cognitive functioning of candidates for rehabilitation, and inadequacies of existing evaluative techniques including psychological testing. Suggests problems for future study in the field. Discusses relevance of existing evaluative techniques, importance of cognitive assessment, and cites studies done in each area. Part II of the article appears in Rehabilitation Counseling Bulletin, 1967, 12, 195-200 under authorship of Feldman, R., & Mordock, J.

324 Moriarty, J., Toward an empirical definition of client evaluation. Reprint Series No. 1. Institute, West Virginia: Rehabilitation Research and Training Center, 1969.

A discussion of the limitations of client evaluation procedures and suggested solutions for improving upon the current status. Outlines steps for establishment of an empirically based evaluation program and also includes a method for computing correlation coefficients and their interpretation.

325 Nadolsky, J., The existential in vocational evaluation. Journal of Rehabilitation, 1969, 35(3), 22-24.

Discusses relationship between the philosophy of existentialism and vocational evaluation, stressing the similarities between the two entities. Talks of the need for vocational evaluators to use innovative procedures to provide for better understanding of client needs.

326 Pruitt, W., Determinant factors influencing decisions in vocational evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(7).

Describes the internal and external elements that effect decisions made by the vocational evaluator and lists examples of specific models of decision making. Areas of on-going research to empirically find how rehabilitation professionals and consumers arrive at critical decisions are also discussed.

327 Pruitt, W., The status of work evaluation with youth and the handicapped. Paper presented at the 22nd Annual Conference, Region III, National Rehabilitation Association, Norfolk, Virginia, May, 1969.

Discusses work evaluation status in regard to the special education student, the culturally deprived, and the youthful offender. Defines terminology and examines techniques in the areas of work evaluation, vocational evaluation, work adjustment, work samples, psychometric testing, and behavioral assessment.

328 Pruitt, W., Work as a means for evaluation. Paper presented at the Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

Lists assumptions about work which make observations and evaluation of work meaningful. Discusses three general areas of work behavior to be assessed: work tolerance, intelligence, and psychological factors. Points out the significance of work behavior and necessary observational sensitivity on the part of the evaluator.

329 Rosenberg, B., Development of the TOWER System. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(3), 9-11.

Traces the historical development of the TOWER System from the first "Guidance Test Class" to the passage of Public Laws 113 and 565. Notes important contributions from various members of the profession.

330 Rosenberg, B., Vocational evaluation. Rehabilitation Series Number 40, New York: Institute for the Crippled and Disabled, 1969.

A discussion of evaluation including a brief history of vocational evaluation, techniques of vocational evaluation including occupational therapy activities, sheltered workshop production tasks, manual arts therapy, on-the-job tryouts, work sample tasks, the TOWER System (including evaluation categories of work samples from TOWER). Also discusses major purposes of vocational evaluation, its value to paramedical personnel and the evaluation procedure used by the Institute for the Crippled and Disabled (ICD).

331 Sankovsky, R., Arthur, G., & Mann, J. (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A composite of articles pertaining to work evaluation and work adjustment. Articles included and their authors are: Gellman (The Principles of Vocational Evaluation), Fiske (Problems in Measuring Capacity and Performance), Neff (Problems of Work Evaluation), Whitehouse (Client Evaluation in the Habilitation Process), Nadolsky (Evaluation Criteria: An Essential Precursor to Systematic Vocational Evaluation), Thompson and Pauhle (Development of an Elemental Motion Analysis for Man-Work Matching in Vocational Rehabilitation and Placement), Blackman and Siperstein (Job Analysis and the Vocational Evaluation of the Mentally Retarded), Sinick (Client Evaluation: Work Task Approach), Sakata and Sinick (Do Work Samples Work), Wegg (The Essentials of Work Evaluation), Sidwell, Ireland, and Koeckert (Use of Actual Job Samples in Prevocational and Work Evaluation Units), Gellman (The Vocational Adjustment Shop), Gelfand (The Concept of Reality as Used in Work Evaluation and Work Adjustment), Overs and Cole (Work Evaluation), Friend (The Significance of Evaluee-Evaluator Relationship), Gelfand (Some Work Types Met in Work Evaluation), Overs (Writing Work Evaluation Reports--Chore or Challenge), Jacobs and Hay (Vocational Reporting in the Vocational Rehabilitation Process), Gust (The Psychological-Vocational Evaluation Report: Reciprocal Referral Responsibility).

332 Sax, A., Client's pay -- a step toward a more realistic work evaluation. Unpublished manuscript, Stout State University, Menomonie, Wisconsin, 1969.

Discusses general purposes of vocational evaluation and advantages of the work sample and situational method. Notes that fair wages for clients during evaluation increase motivation and result in a more realistic assessment. Methods of implementing wages for clients also discussed.

333 Smith, M., The reliability of work evaluation ratings made after one day compared to ratings made after thirty days. College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland: and Madison, Wisconsin: Graduate Program in Sheltered Work, University of Wisconsin, 1969.

The results of a study conducted to determine whether there is a significant difference between an initial evaluation after one day and a subsequent evaluation after 30 days. The rating instrument contained five major work areas -- task performance, cultural factors, interpersonal and social skills, self, and physical -- with work adjustment factors in these areas. Discusses objectives of work evaluation, intent of federal legislation for extended evaluation, amount of time necessary to accomplish objectives of evaluation, separating training and evaluation and the question of evaluation programs screening in or screening out clients. Statistical results and the workshop evaluation forms are included. (Research and Demonstration Grant 2040-G and Rehabilitation Services Administration Grant 419-T-69)

334 Stout, J., Certifying the evaluator. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(4), 4-6. Also paper presented at the National Rehabilitation Association Annual Conference in New York City, November 3, 1969.

Presents justification for certifying vocational evaluators, first as a demonstration of competency and secondly as a prerequisite for professionalization. Defines difference between vocational evaluators and work evaluators as it applies to certification.

335 Sturman, J., Worley, B., & Forster, J., Vocational evaluation-exploration and resocialization using community job stations and a community live-in teaching facility. Everett, Washington: The Delta Foundation for Rehabilitation and Research, 1969.

Final report of a project conducted to provide vocational exploration and evaluation for dependent handicapped individuals by using work stations in business establishments in the community. Work stations were in the unskilled, semi-skilled, skilled, clerical, service, and sheltered workshop areas. A complete listing of the work stations provided by the business is included in the publication. Also included are results and methods of the study and follow-up information. (Research and Demonstration Grant 1940-G)

336 University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Rehabilitation counselor training programs and the vocational assessment process. Pittsburgh: Author, 1969.

A study designed to survey the extent of training and experience provided by rehabilitation counselor training programs for the preparation of vocational evaluators.

337 University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, State of the art in vocational evaluation: Report of a national survey. Pittsburgh: Author, 1969.

The results of a study designed to provide information on selected characteristics of vocational evaluation programs, their staff and the services they provide, and some characteristics of the facilities that provide vocational evaluation services. Included are sections on: history of the vocational assessment process; psychological assessment, its assets and limitations; job analysis assessment with assets and limitations; job sample assessment with assets and limitations; situational assessment, assets and limitations; and job tryout with assets and limitations. Included as findings are: some of the characteristics of rehabilitation facilities that provide vocational evaluation services; characteristics of the vocational evaluation staff and the vocational evaluation program; and characteristics of the vocational evaluation services provided.

338 University of South Dakota, Department of Psychology, The predictive assessment of the adult retarded for social and vocational adjustment: Part II, analysis of literature. Vermillion, South Dakota: Author, 1969.

A detailed analysis of the literature on research dealing with predictive assessment, both social and vocational, of adult retardates, and the application of the research findings. Contains sections on the problems of prediction and also results of follow-up studies of retarded clients who had received rehabilitation services. Summary and conclusions. (Research and Demonstration Grant 1624) (See also University of South Dakota, 1966)

339 Barad, C., Improvised tasks. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 15-18.

Discusses need for vocational evaluators to be open to and creative in approaches to evaluation. Cites examples of improvised work samples developed to fill particular evaluation needs, utilizing Dictionary of Occupational Titles job descriptions. Contains supportive statements for use of improvised work sample tasks where usual standardized test batteries and work samples are inappropriate or non-existent.

340 Burkes, B., While we wait. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 4.

Discussion of the need to begin vocational evaluation programs even though tools, supplies, and physical facilities may not be available. States good vocational evaluations are not the result of such things as supplies and equipment but are the accomplishments of people.

341 Couch, R., & Brabham, R., Evaluation staff conference. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 11-14.

A model for evaluation staff conferences. Includes information on problem solving via discussion, preparation for the staff conference, and the initial evaluation staff conference.

342 Eubanks, D., The Fresno experience. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 5-9.

Describes the Fresno Work Evaluation Project which provides a comprehensive work evaluation for culturally disadvantaged and hard core unemployed clients of the Manpower Development and Training Agencies located in the Fresno area.

343 Krantz, G., Never not feasible. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 18-19.

Discusses necessity for an evaluator to take a positive course of action on all cases. Stresses need to pass on data collected about client to others so as to broaden knowledge of the client and to aid in the search for an optimum outcome for each client. Includes a vocational service flow chart for severely disabled and marginal rehabilitation clients to help find optimum outcomes in different occupational slots.

344 Steiner, W., Assessment methods. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 3.

Discusses methods of assessing client abilities. Defined are: mental testing, job analysis, work sampling, the situational approach, job tryout in a vocational training shop, and on-the-job placement evaluation.

345 Bitter, J., & Bolanovich, D., WARF: A scale for measuring job-readiness behaviors. American Journal of Mental Deficiency, 1970, 74, 616-621.

Describes the WARF (Work Adjustment Rating Form) developed at the St. Louis Jewish Employment and Vocational Service. The scale, designed to measure job readiness behaviors of the mentally retarded, is divided into eight scales: amount of supervision required, realism of job goals, teamwork, acceptance of rules/authority, work tolerance, perserverance, extent to which client seeks assistance, and importance attached to job training. Includes discussion of criteria essential for inclusion in a job readiness scale. Statistics show the correlation of WARF ratings with job adjustment and the reliability of WARF ratings.

346 Bolton, B., The revised scale of employability: An application of Taylor's rating scale construction technique. Experimental Publication System, 1970, 7, Manuscript No. 261-346.

Report on a revision of the Chicago Jewish Vocational Service Scale of Employability for Handicapped Persons. A method of constructing rating scales developed by J. B. Taylor was used in conjunction with previous research for revision of the Scale of Employability.

347 Pruitt, W. (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A book of readings in work evaluation including the following: Speiser (The Professional in Vocational Evaluation), Buddenhagen (Clinical Assessment, Human Ecology, and Social Responsiveness in Vocational Rehabilitation: The Psychologist's Dilemma), Krantz (Vocational Evaluation in the Public Schools), Cubelli (Vocational Evaluation with Mentally Ill Clients), McClarnon (Special Problems in Work Evaluation with the Public Offender), Walker (Special Problems in Vocational Evaluation of the Deaf), Handelsman and Wurtz (The Validity of Pre-Vocational Evaluation Prediction in the Community Workshop), Hansen (The Role of the Courtesy Counselor in a Work Evaluation Center), and Coffey (Report Writing in Vocational Evaluation).

348 Buddenhagen, R., Clinical assessment, human ecology, and social responsiveness in vocational rehabilitation: The psychologist's dilemma. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses the need for less psychological paper-and-pencil testing and more functional work analysis evaluation of handicapped and disadvantaged clients. Discusses need for a psychology of rehabilitation for purposes of designing, refining, and implementing techniques to insure future productivity of high risk candidates.

349 Coffey, D., Report writing in vocational evaluation. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses the need for standardized vocational evaluation report writing and elaborates on points essential for writing satisfactory vocational evaluation reports.

350 Cubelli, G., Vocational evaluation with mentally ill clients. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses vocational evaluation of the mentally ill, and emphasizes that attention be given to subjective social and psychological forces which constitute the disorder. Stresses how critical the attitudes of rehabilitation workers become in the evaluation of mentally ill clients.

351 Handelsman, R., & Wurtz, R., The validity of pre-vocational evaluation predictions in the community workshop. Journal of Applied Rehabilitation Counseling, 1971, 2(1), 16-21. Also appears in W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A report on the validity of a work sample program. Describes a work sample program and gives results of satisfactory vocational adjustment of clients following work sample evaluation.

352 Hansen, C., The role of the courtesy counselor in a work evaluation center. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Defines courtesy counselor as someone to meet and solve problems between rehabilitation counselor and work evaluator. States qualifications of a couresty counselor and the benefits of such a person on a staff.

353 McClarnon, K., Special problems in work evaluation with the public offender. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses problems of vocational evaluation with public offender clients. Problems elaborated on are client's perceptions, work evaluation facilities, attitudes of counselor and vocational agent, and problems generated by correctional institutions and personnel. Presents recommendations for future work with public offender clients.

354 Speiser, A., The professional in vocational evaluation. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A review of factors of environment, goals, concepts, techniques, and personal characteristics of vocational evaluators and vocational evaluation. Discusses the variety of functions a person may perform in the role of vocational evaluator.

355 Walker, R., Special problems in vocational evaluation of the deaf. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses problems and techniques in vocational evaluation of the deaf. Cites previous research done in evaluation of the deaf. Factors of personal and social adjustment and communicative skills and how they can effectively be evaluated are discussed. Discusses need of evaluator to make total appraisal of all background factors including interpersonal relationships and communicative skills in order to predict how the deaf individual will perform.

356 Krantz, G., Vocational evaluation in the public schools. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses use of vocational evaluation in public schools and extent to which vocational evaluation as a technology can contribute to an educational diagnosis. Discusses relationship between vocational evaluation, vocational eduction, and special education. Uses state of Minnesota as a sample state for report of vocational evaluation of specific programs. Describes seven major rehabilitation programs in Minnesota which differ from each other in administrative structure, technological sophistication, case flow and clientele, linkage to other community resources, and theoretical foundation. Cites future research issues for the field.

357 Church, R., Staff recruitment, training and development associated with the delivery of vocational evaluation and work adjustment services: The Rehabilitation Services Administration. In R. Pacinelli (Ed.), Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

A review of the history and growth of the Rehabilitation Services Administration's (RSA) system of providing personnel training programs for vocational evaluation and work adjustment. Included is a summary of each of the major training projects that have been funded by RSA Division of Training.

358 Davis, J., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in manpower programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Describes a series of studies, funded under the Economic Opportunity Act (1964), that were researched for the Manpower program. The studies included: The Educational Testing Service study to develop tests to accurately assess the abilities of the disadvantaged; the Arizona State University study to develop group counseling methods for use by the Neighborhood Youth Corps Program (NYC); the George Washington University project to develop an instrument for measuring work attitudes; the Pennsylvania State University project to measure job readiness by substantiating with psychological tests previously noted work attitudes.

359 Fenton, J., Staff recruitment, training, and development associated with the delivery of vocational evaluation and work adjustment services: RSA. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

A description of the Research and Training Centers sponsored by Social and Rehabilitation Services. Outlines R&T core areas and notes some of the research being carried on.

360 Gellman, W., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in rehabilitation programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 89-101.

Discusses the change and innovation that has taken place in work adjustment and work evaluation in the last decade. The discussion includes four areas: the changing aspects of four theoretical propositions of the empirical theory of work adjustment; the methodological change in work adjustment and evaluation; the technical change in work adjustment and evaluation; and the change of target population in work adjustment and evaluation.

361 Hoffman, P., Where do we go from here? In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 5-17.

Need for processing (vocational evaluation) for those handicapped and disadvantaged members of the society not adequately evaluated by traditional methods such as testing, counseling and schooling. Defines work evaluation and work adjustment and gives examples of the effectiveness of these methods.

362 Hunt, J., Social welfare programs and vocational evaluation and work adjustment services. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 29-36.

Discussion of identification of target groups, the employment potentials of welfare recipients, responsibility of the welfare agency in providing services to clients for self-support, and principles in program and individual planning. Reference to provision of evaluation and work adjustment services for public welfare clients.

363 Lovell, M., Vocational evaluation and work adjustment services in manpower programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Describes evaluation methods utilized by the Department of Labor in manpower programs, such as Work Incentive (WIN), Concentrated Employment Program (CEP), and Human Resource Department (HRD). Discusses orientation sessions which are combinations of work evaluation, classwork, group discussions, and work adjustment. Aptitude and achievement tests, including work samples, now used by the Department of Labor to evaluate clients are also discussed.

364 Newman, E., Human evaluation: The necessary ingredient. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 39-46.

History of vocational evaluation, discussion of evaluation techniques, need for evaluation service for the disadvantaged, and future of Section 15 type activities (rehabilitation services for the disadvantaged).

365 Truelson, A., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in social welfare programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 77-86.

Description of the use of public assistance demonstration grants under Section 1115 of the Social Security Act that provides for vocational evaluation and work adjustment services for public assistance clients. Included are descriptions of some of the pertinent projects financed under Section 1115.

366 Whitten, E., NRA views vocational evaluation and work adjustment services. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Discussion of the development of Section 15 of the Vocational Rehabilitation Act which deals with the provision of evaluation and work adjustment services.

367 Clemons, R., A mobile work laboratory: II. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, 3(1), 11-13.

Describes a mobile work laboratory (evaluation laboratory) and how it is used to evaluate students in local school systems. Includes floor plans and layout of evaluation area.

368 Hardy, R., Use of background information. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, 3(1), 3-4.

Stresses the importance of using available background information on clients in order to better understand their vocational problems. Lists possible community information sources.

369 Pruitt, W., Functional-level classification system. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, 3(1), 5-7.

Describes a classification system which allows for the conceptualization of disability and handicap within the same dimension. Redefines handicap and disability so as to be more relevant to the type of clientele now being served through rehabilitation agencies.

370 Spergel, P., Assessment of the disadvantaged. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, 3(1), 8-10.

A discussion of the problems of the disadvantaged and the difficulties in evaluating this population. Points out advantages and disadvantages of psychological tests and advantages of work samples (specifically Philadelphia Jewish Vocational Service Work Sample Battery).

371 Stout, J., Proposed code of ethics. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, 3(1), 1-4.

A tentative code of ethics for vocational evaluation and work adjustment (VEWAA) members.

372 Campion, J., Work sampling for personnel selection. *Experimental Publication System*, 1970, 9, Manuscript No. 310-12.

Supports use of work samples for personnel selection and prediction of future work behavior. Discusses the advantages of work samples over traditional methods (psychological testing) and development of work samples.

374 Coffey, D., & Hoffman, P., Developing "actual" work samples. *Informational Bulletin*, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(1).

Defines "actual" work samples and procedures for development of such work samples.

375 Czerwionka, J., & Birch, J. (Eds.), *Abstracts of articles on assessment and the socially handicapped*. Pittsburgh: University of Pittsburgh, 1970, 1(2).

A volume of abstracts from professional literature from 1963 to 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to specific articles.

376 Czerwionka, J., & Birch, J. (Eds.), *Abstracts of articles on assessment and the socially handicapped*. Pittsburgh: University of Pittsburgh, 1970, 1(3).

A volume of abstracts from professional literature from 1963 to 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to articles.

377 Distefano, M., Jr., & Pryer, M., Vocational evaluation and successful placement of psychiatric clients in a vocational rehabilitation program. *The American Journal of Occupational Therapy*, 1970, 24(3), 1-3.

A report of a study of the relationship between psychiatric clients' rated performance in a vocational evaluation program and successful job placement. Contains evaluation validity results.

378 Dumas, N., & Muthard, J. (Eds.), *Rehabilitation research and demonstration projects 1955 - 1970*. Regional Rehabilitation Research Institute, Gainesville, Florida: University of Florida, 1970.

An index to final reports of over 5,000 Rehabilitation Research and Demonstration Projects (R&D) for the years 1955 - 1970. Index includes author and bibliography sections, alphabetical guide to grantees, and directions for acquisition of single copies of the publication. Includes a number of reports relevant to evaluation, adjustment, and training.

379 Dunn, D., Norming of work samples. *Informational Bulletin*, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(2).

Contains a five-step procedure for securing norms on work samples and recommendations for updating norms.

380 Ehrle, R., Vocational maturity, vocational evaluation, and occupational information. *Vocational Guidance Quarterly*, 1970, 19(1), 41-45.

Discusses the need for students to have the opportunity to experience work, and in turn for potential employers to evaluate the student for job proficiency. Occupational information as a basis for later vocational decision making stressed.

381 Experimental Manpower Laboratory, Mobilization for Youth, Inc., Instructional manual for (A) training of vocational evaluators, and (B) developing predictively valid work samples. In The Experimental Manpower Laboratory's experimental and demonstration activities December 16, 1968, to December 15, 1970: The development and evaluation of innovative programmatic strategies for enhancing the meaningfulness, gainfulness and stability of employment for the hardcore disadvantaged. New York: Author, 1970, 141-152.

Describes a proposal to the Manpower Administration for the development of an instructional manual for establishing a work sample-based vocational evaluation facility including the training of vocational evaluators and methods for developing predictively valid work samples that reflect vocational potential for various occupations.

382 Experimental Manpower Laboratory, Mobilization for Youth, Inc., The work sample: Reality-based assessment of vocational potential. New York: Author, 1970.

A manual covering three areas: (A) development of work samples including suitability for job areas for sampling, types and methodology of work samples, job analysis and work sample design; (B) establishment and operation of the vocational evaluation unit including layout, lighting, safety, administration-staff-client ratios; (C) selection, training, and supervision of vocational evaluators including work sample mastery, working with clients, report writing, non-evaluative functions, and video tape applications. (Manpower Administration Contract 82-34-69-21)

383 Fischer, C., The testee as co-evaluator. Journal of Counseling Psychology, 1970, 17(1), 70-76.

Recommends that the tester and the client discuss the testing situation, that the tester share his test impressions of the client with the client, that the tester write the test report in everyday readable language, allow the client to read and critique the final report, and give the client the opportunity to designate who should receive the report. Following these recommendations allows for the client to have a better understanding of himself and a deeper feeling of his own involvement in his rehabilitation process.

384 Gelfand, B., Work evaluation tests as psychometric indices in low income clients. Archives of Physical Medicine and Rehabilitation, 1970, 51(1), 55-60.

Describes how psychological tests have shown to be invalid when used with persons in the lower socio-economic classes and why the situational work evaluation technique provides a better method. The article includes detailed explanations of the elements of work evaluation and the basic criteria represented by the situational test (work sample) method of evaluation.

385 Genskow, J., Vocational evaluation and client responsibility. Journal of Rehabilitation, 1970, 36(3), 16-18.

A description of the Illinois Decatur Evaluation Center evaluation program. Discusses a client centered approach to evaluation which places the primary responsibility on the client for determining his own potentials and interests.

386 Goldstein, H., The reliability and predictive validity of an on-the-job evaluator's rating system. Paper presented at National Rehabilitation Association Conference, San Diego, 1970.

Discusses contents, reliability, and predictive values of a set of ratings on ten scales covering forty variables developed at the Delgado College Rehabilitation Center, New Orleans, Louisiana, for use in on-the-job work evaluations. Describes merits and development of the scales. Includes sample of the scales and discusses limitations involved in the scale application. Findings of study are included.

387 Gwilliam, R., A taxonomy of goals and expectations for a work evaluation service. Unpublished manuscript, Utah State Office of Rehabilitation Services, 1970.

Discussion of a study conducted by the Rehabilitation Work Evaluation Work Adjustment Service operated by the Utah State Office of Rehabilitation Services to assess the effectiveness of their work evaluation service. The results include a model of the project and an outline of necessary goals and expectations for evaluation from the viewpoint of the administrator, evaluator, and counselor.

388 Hiten, H., Viewpoints on vocational evaluation. Talladega, Alabama: Special Technical Facility of the Department of Adult Blind and Deaf, 1970.

A general discussion of work evaluation including a description of an evaluation unit; the role of the evaluator; the use of standardized tests, simulated work, and on-the-job tests in evaluation; the initial evaluation and work adjustment; extended evaluation; staffing of an evaluation unit; and a list and description of tests, job samples, and work activities for use in both initial and extended evaluation. Includes poetry on work evaluation and work evaluators.

389 Hoffman, P., Clawson work sample test for measuring manual dexterity of the blind. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(5).

Describes the Clawson Work Sample Test for measuring manual dexterity of the blind.

390 Hoffman, P., Problems of evaluating the visually impaired. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(4).

Discussion of special problems in work evaluation with the visually impaired.

391 Holbert, W., A comparison of the effectiveness of clinical judgment with objective evaluation in prognosing rehabilitation outcome or - get off the fence! Paper presented to National Rehabilitation Association, San Diego, September 29, 1970.

Description of the Atlanta Employment Evaluation and Service Center evaluation program. Compares clinical to evaluator's prognoses on rehabilitation outcomes.

392 Human Resources Center, INA Mend Institute, *Skill analysis as a technique for predicting vocational success of the mentally retarded*. Rehabilitation Series 2, Albertson, New York: Author, 1970.

Describes a study to develop a Skill Analysis Test Battery to predict vocational success for educable mentally retarded high school students in the areas of clerical/banking and industrial/electronic assembly. Includes intercorrelations between skill tests and criterion. (Research and Development Grant 2599)

393 Hyde, R., Constructing meaningful rating scales. *Louisiana Vocational Evaluation and Work Adjustment Association News*, 1970, *1*(1), 4-5.

A discussion of the procedure used for constructing a rating scale including main points that should be considered in the basic parts. Discusses advantages of a comprehensive rating scale.

394 International Labour Office, Vocational assessment and work conditioning, 11-16; Vocational training and retraining, 21-25. *Basic principles of vocational rehabilitation of the disabled*. Geneva, Switzerland: Author, 1970.

An outline of procedures for developing work evaluation, adjustment, and training services in a workshop. Includes a section on the team approach to assessment.

395 International Labour Office, *Vocational assessment and work preparation centres for the disabled*. Geneva, Switzerland: Author, 1970.

An outline of procedures for establishing a vocational evaluation and work adjustment center. The publication includes: objectives of a center; cooperation with other services; admission of different disability groups; locating, planning, and equipping the center; budgeting and financing the center; staffing requirements; team work with staff; workshop organization; type of work to be provided; procurement; client selection; source of clients, case conference procedure; and client needs for vocational training.

396 Jackson, D. (Ed.), *Research 1970: An annotated list of research and demonstration grants*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Office of Research, Demonstrations, and Training, 1970.

An annotated list of Research and Demonstration Grants (R&D) sponsored by Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare for the years 1955 - 1969. Covers Demonstration Projects, Cooperative Research, Rehabilitation Research and Demonstration Projects, and Research and Training Centers. Includes section on evaluation and prediction.

397 Jewish Employment and Vocational Service, *Manual for use of JEVS work sample program*. Philadelphia: Author, 1970.

A manual developed for use with the work sample battery developed at Jewish Employment and Vocational Service (JEVS). Includes the following: the theory, utilization and definition of work samples; client orientation to the JEVS evaluation program; guidelines for the general administration of work samples; administration instructions for the JEVS work samples which include - nut, bolt, and washer assembly, rubber stamping, washer threading, sign making, tile sorting, nut packaging, collating leather samples, grommet assembly, coupling (union) assembly, belt assembly, ladder assembly, metal square fabrication (soldering), hardware assembly, telephone assembly, large lock assembly, filing by numbers, proof reading, filing by three letters, nail and screw sorting, adding machine, payroll computation, computing postage, typing, resistor reading, pipe assembly, blouse making, vest making, condensing principle drawing; observation of clients; interpretation of work sample results; client feedback interview; example of work sample evaluation form; using work sample information in counseling with the culturally different; roles and functions of the evaluation staff, procedure for development of new work samples; facility rules for clients; structure for group motivation sessions; recommended layout for work evaluation area. (Manpower Administration Contract 82-40-67-40)

398 Krantz, G., Employability: Its nature, measurement, and prediction. Paper presented at conference of the National Rehabilitation Association, San Diego, California, September 29, 1970.

A discussion of general propositions about employability and how the evaluator should use them. Three areas are stressed: logical consistency in the structuring of help for a client, eclecticism in the ability to deal with a problem in the best theoretical framework, and examination of utility of the method being used.

399 Malkani, H., Vocational evaluation: A step in rehabilitation programmers. *The Journal of Rehabilitation in Asia*, 1970, *11*(4), 27-28.

Emphasizes necessity of vocational evaluation in rehabilitation programs. Discusses advantages and disadvantages of work samples and the need for psychological testing as part of the overall program.

400 Merachnik, D., Assessing work potential of the handicapped in public school. *Vocational Guidance Quarterly*, 1970, *18*, 225-229.

Discusses the special concerns that must be realized in order to objectively evaluate the vocational potential of the handicapped child in public school. The article includes discussion of methods of diagnosis and testing, the consideration of parental attitudes, labor market, and proper placement procedures.

401 Nadolsky, J., Evaluation's relation to adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, *3*(2), 2-6.

Defines basic differences between vocational evaluation services and adjustment services, i.e., physical and medical adjustment, social adjustment, psychological or behavioral adjustment, vocational or work adjustment, educational adjustment, and economic adjustment. Discusses problems confronting the fields of vocational evaluation and adjustment.

402 Stone, T., Sources of evaluator bias in performance appraisal. *Experimental Publication System*, 1970, *8*, Manuscript No. 290-312.

A discussion and description of the performance appraisal process. Discusses sources and types of bias an individual may have in the evaluation process.

403 Stroud, R., *Work measurement in rehabilitation workshops*. Production-Management Publication Technical Series, Monograph 1, College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1970.

A discussion of work measurement (output or production). Included are methods of expressing production results, methods of setting production standards, and applications for work measurement. Also discusses work measurement in rehabilitation as an evaluation tool and a placement tool.

404 Stroud, R., *Work measurement in rehabilitation workshops: Time study and predetermined motion time systems*. Production-Management Publication Technical Series, Monograph 2, College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1970.

Describes the techniques and procedures for the use of time study and predetermined motion time systems. The methods for the use of the time systems in the rehabilitation workshop are given. Various principles of methods engineering and motion economy are also presented.

405 Townsend, O., A vocational rehabilitation setting and the black client - as seen by a black evaluator. In L. Miller (Ed.), *Rehabilitation facilities as resources for rehabilitation counselors*. Iowa City, Iowa: University of Iowa, 1970, 163-166.

Discusses problems evaluators may have when evaluating black clients and provides suggestions and approaches to overcome the problems. Describes attitudes of black clients and how those attitudes develop as a result of cultural background.

406 University of Iowa, The TOWER system - an application of the work sample. In L. Miller (Ed.), *Rehabilitation facilities as resources for rehabilitation counselors*. Iowa City, Iowa: University of Iowa, 1970, 167-171.

Description of the TOWER evaluation system developed at the Institute for the Crippled and Disabled, New York. Presents the vocational range covered by the work samples and administration procedures. Also discusses a separate evaluation system designed specifically for evaluation of the cerebral palsied.

407 University of Minnesota, Department of Psychology, *Assessing the work personalities of mentally retarded adults*. final report. Minneapolis: Author, 1970.

A final R&D report of a series of studies conducted to modify the General Aptitude Test Battery (GATB), and the Minnesota Importance Questionnaire (MIQ) for assessing the work personalities of mentally retarded adults. (Research and Development 2568-P)

408 Van Horne, M., Home economics fieldwork in vocational evaluation. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, *3*(2), 7-8.

Describes an experimental program conducted at the University of Iowa in which home economics majors are trained in evaluation techniques at the Oakdale Vocational Rehabilitation Center.

409 Wesolek, J., Consideration of human factors in work design. *Informational Bulletin*, Institute for Vocational Rehabilitation, Stout State University, 1970, *2*(3).

Describes principles relative to the work place, principles of motion economy, and principles relative to the design of tools and equipment as they relate to work sample development.

411 Ayllon, T., & Azrin, N., *The token economy: A motivational system for therapy and rehabilitation*. New York: Appleton-Century-Crofts, 1968.

A book designed for practitioners with little or no formal background in psychology and behavior modification techniques and theory. Describes an investigation which took place in a mental health hospital to develop a rehabilitating and therapeutic atmosphere based upon reinforcement theory. Chapters include general procedure followed, selection and definition of behavior, discovering reinforcers, maximizing the effectiveness of the reinforcer, assuring the response-reinforcement relation, developing a response, evaluation of the overall reinforcement procedure, and administrative and therapeutic considerations.

412 Bandura, A., Behavior modification through modeling procedures. In L. Krasner & L. Ullmann (Eds.), *Research in behavior modification*. New York: Holt, Rinehart & Winston, 1965.

A discussion of modeling in therapy for achieving behavior modification. Describes an experiment conducted with two groups of children to test the validity of modeling as opposed to operant conditioning. Study covered self-rewarding responses and delay of gratification patterns, the status-envy theory of identification, and pointed the way to further study to test influence of nuclear-family as models.

413 Krasner, L., & Ullmann, L. (Eds.), Research in behavior modification. New York: Holt, Rinehart & Winston, 1965.

The writers of this collection are behavioral scientists investigating changes of human behavior. Varying approaches and viewpoints to the subject are presented, but all are concerned with social reinforcement of behavior patterns. Included are: Ferster (Classification of Behavioral Pathology); Staats (A Case in and a Strategy for the Extension of Learning Principles to Problems of Human Behavior); Bijou (Experimental Studies of Child Behavior, Normal and Deviant); Salzinger, et al. (Operant Conditioning of Verbal Behavior of Two Young Speech-Deficient Boys); Goldiamond (Stuttering and Fluency as Manipulatable Operant Response Classes); Patterson (Responsiveness to Social Stimuli); Matarazzo, Wiens, & Saslow (Studies of Interview Speech Behavior); Krasner (Verbal Conditioning and Psychotherapy); Sarason (The Human Reinforcer in Verbal Behavior Research); Kanfer (Vicarious Human Reinforcements: A Glimpse into the Black Box); Hastorf (The "Reinforcement" of Individual Actions in a Group Situation); Saslow (A Case History of Attempted Behavior Manipulation in a Psychiatric Ward); Colby (Things to Come: Designing Neurotic Computers); Bandura (Behavioral Modification Through Modeling Procedures); and Sarbin (Hypnosis as a Behavior Modification Technique).

414 Bandura, A., Principles of behavior modification. New York: Holt, Rinehart & Winston, 1969.

Reviews recent theoretical and experimental advances in the field of social learning. Contents include discussion of modeling, positive and aversive control, extinction, and desensitization.

415 Bass, R., A proposal for the use of group counseling in vocational adjustment. Journal of Rehabilitation, 1969, 35(1), 25-28.

A proposal for the integration of group counseling techniques to provide for the vocational adjustment of the disabled and the disadvantaged. Includes discussion on the setting, selection, size of group, method of preparation, purpose of a group composition in order to achieve group and individual goals, theoretical rationale of group methods, administrative problems and relationships amongst group members, and some criteria for evaluating effectiveness of the program.

416 Betz, E., et al., Seven years of research on work adjustment. Minnesota Studies in Vocational Rehabilitation, Monograph XX, Minneapolis: University of Minnesota, Industrial Relations Center, 1966.

A summary of the first seven years of the work adjustment project of the University of Minnesota. Discusses theory, concept and applications of work adjustment as defined by the project. Also includes summaries of monographs I through XIX of the Minnesota Studies.

417 Bitter, J., Work experience center: Habilitation of the retarded. St. Louis: Jewish Employment and Vocational Service, 1967.

Final report of a VRA project in which three institutions participated: Special School District of St. Louis County, Missouri; Missouri State Division of Vocational Rehabilitation; and St. Louis Jewish Employment and Vocational Service (JEVS). The project objectives were to demonstrate a method of cooperative habilitation services between agencies; to organize guidelines for the facility; and to secure gainful employment for retardates. The five part program, geared to the purpose of employment, covered the areas of general evaluation and adjustment, job-site evaluation and vocational adjustment, specific job preparation and/or occupational training, job placement and try-out, and employment and follow-up. Implications for rehabilitation personnel are listed and discussed. (Research and Demonstration Grant 1525)

418 Bitter, J., Toward a concept of job readiness. Rehabilitation Literature, 1969, 29(7), 201-203.

An attempt to provide a frame of reference for determining an individual's "job readiness." (Defined as the attainment of performance patterns that will conform to those required by a work environment.) Three variables are considered in the attainment of "job readiness": personal, job skill factors, and the work environment.

419 Bitter, J., & Bolanovich, D., Development of vocational competence in the moderately retarded. Mental Retardation, 1966, 4(6), 9-12.

Describes a program within the St. Louis Jewish Employment and Vocational Service designed to habilitate moderately or trainable mentally retarded in two primary areas, specific job skills and general work adjustment. Use of audio visual techniques to enhance work adjustment and teach job skills is also discussed. Gradual transition from sheltered workshop to employment stressed (job-sites). A five-phase evaluation, work adjustment and training program is outlined. (Research and Demonstration Grant 1525.03)

420 Bitter, J., & Bolanovich, D., The habilitation workshop in a comprehensive philosophy for vocational adjustment training. Rehabilitation Literature, 1966, 27(11), 330-332.

Defines three types of workshops, the terminal, the transitional, and the clinically oriented. Discusses the Work Experience Center approach of St. Louis JEVS and how it utilizes a variety of resources in the habilitation and rehabilitation process, including the "job site." (Research and Demonstration Grant 1525.04)

421 Black, B., Principles of industrial therapy for the mentally ill. New York: Grune & Stratton, 1970.

Examines concepts underlying industrial therapy and the structure and organization of various programs in existence throughout the world including history of industrial therapy. Discussion of a satisfactory balance between therapy and production in the facility is presented.

422 Butterwick, J., The effect of video-counseling on the work productivity of sheltered workshop clients. Unpublished masters thesis, Mankato State College, Mankato, Minnesota, 1970.

A study to determine the effect of "videotape counseling" on the productivity level of mentally retarded sheltered workshop clients. Study also attempted to determine changes, if any, in personal-social behavior as a result of clients seeing themselves on videotape. The gathering of data relative to the work productivity levels and work personality characteristics was accomplished by the administration of a bolt, nut, washer work sample, and a Work-Personality Rating Scale to the sixteen sheltered workshop clients prior to and after the study. Presents findings and conclusions of the study.

423 Button, W., & Hogan, G., An empirical perspective. *Journal of Rehabilitation*, 1971, *37*(4), 16-19.

Deals with the relationship of work response to social behavior and the influence upon both by environment. Research by authors was into development of operational procedures which measure behavior in a work environment. Comparisons are made between two groups of clients regarding production behavior, social contacts during work, and contact initiation and termination.

424 Campbell, J., & O'Toole, R., *Work Adjustment: A dynamic rehabilitation process*. Cleveland: Vocational Guidance and Rehabilitation Service, 1970.

A description of the work adjustment program, facility, staff, and clients at Vocational Guidance and Rehabilitation Service. Includes discussion of client entry into work adjustment, the process goals, techniques of work adjustment, client problems occurring during work adjustment, placement and follow-up procedures, and characteristics of a work adjustment counselor. Includes other topics such as improving client self-esteem, building work confidence, improving personal relationships between clients and staff, improving physical stamina, improving concentration, improving dress and grooming, and evaluation of the work adjustment project. Case studies included.

425 Pacinelli, R. (Ed), *Vocational evaluation and work adjustment services in manpower, social welfare, and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Publication contains the papers prepared for the National Invitational Conference on Vocational Evaluation and Work Adjustment, June 1970. Presentations by Hoffman (Where Do We Go From Here?); Lovell (Vocational Evaluation and Work Adjustment Services in Manpower Programs); Hunt (Social Welfare Programs and Vocational Evaluation and Work Adjustment Services); Newman (Human Evaluation: The Necessary Ingredient); Whitten (NRA Views Vocational Evaluation and Work Adjustment Services); Davis (Research and Demonstration Projects in Manpower Programs); Truelson (Research and Demonstration Projects in Social Welfare Programs); Gellman (Research and Demonstration Projects in Rehabilitation Programs); Church (The Rehabilitation Services Administration); and Fenton (The Social and Rehabilitation Service, Research and Training Centers). Reports of discussion groups included.

426 Dawis, R., Lofquist, L., & Weiss, D., *A theory of work adjustment (a revision)*. Minnesota Studies in Vocational Rehabilitation, Monograph XXIII, Minneapolis: University of Minnesota, Industrial Relations Center, 1968.

A definition and explanation of the Theory of Work Adjustment developed as part of the Minnesota Studies. Defines work adjustment as the degree of correspondence in terms of the individual fulfilling the requirements of the work environment and the work environment fulfilling the requirements of the individual. (A revision of the 1964 Theory of Work Adjustment.)

428 Ehrle, R., "Work" as an alternative to "words" in the behavior change of rehabilitation clients. In R. Ehrle & R. Lawrence, *Functional disability rehabilitation services, and employability*. Hyattsville, Maryland: Robert Martin & Associates, Inc., 1968. Also appears as: An alternative to "words" in the behavior modification of disadvantaged youth. *Vocational Guidance Quarterly*, 1968, *17*(1), 41-46.

Describes seven methods of behavior change: identification, teaching-learning, individual counseling, group counseling, operant conditioning, mystical experience, and experiencing play-work; and discusses each in relation to work behavior modification. Divides the methods into two categories, verbal and action, and emphasizes the use of the action category (work) and its advantages over the methods of the verbal category.

430 Dawis, R., A theory of work adjustment. In R. Pacinelli (Ed.), *Research utilization in rehabilitation facilities*. Washington, D.C: International Association of Rehabilitation Facilities, 1971.

A review of the development of the Minnesota Studies Theory of Work Adjustment and its application to the rehabilitation process.

431 Gellman, W., Components of vocational adjustment. *Personnel and Guidance Journal*, 1953, *33*, 536-539.

Outlines the hypotheses upon which Chicago's Jewish Vocational Service is based. Discusses the program in action: vocational counseling and placement, employment counseling, guided work experience program, and work test center.

432 Gellman, W., Rehabilitation services in a workshop setting. *Journal of Rehabilitation*, 1965, *31*(1), 34-37.

Describes the operation of the Vocational Adjustment Center (VAC) of the Chicago Jewish Vocational Service. Emphasizes the use of trained counselors as workshop foremen. Covers the essential components of the vocational adjustment workshop and indicates steps for converting a terminal workshop to a transitional workshop and for converting a transitional workshop to a vocational adjustment workshop.

433 Gellman, W., Adapting the rehabilitation workshop to the needs of the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Discusses adapting the workshop to the disadvantaged individual through an analysis of work personality, work persona, influence of family and society on work personality, cultural compatibility of competencies, and stage of vocational development. The disadvantaged and disabled are grouped into 1) the nonadvantaged, having incomplete vocational development, a partially formed work personality, and culturally approved goals; 2) the vocationally retarded, with arrested vocational development, bifurcated work personality, and two sets of limited goals--those of the subculture and those of the dominant work culture; 3) the vocationally maladapted, with complete vocational development. Techniques described which serve the workshop are the work sample, observation and manipulation of work behavior, and structured work problems. Assessment and modification of work personality, as emphasized at the Chicago Jewish Vocational Service, are paramount in the three phases of the workshop: 1) in workshop, where work persona is developed; 2) transitional, for entering the labor market; 3) and the community phase, where occupational mobility is hopefully achieved.

434 Gellman, W., & Friedman, S., The workshop as a clinical rehabilitation tool. Rehabilitation Literature, 1965, 26(2), 34-38. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A review of the elements that have assisted in the shift from the terminal workshop through the transitional workshop and into the current psychologically oriented vocational adjustment workshop. Defines the current vocational adjustment workshop as one in which workshop programs contribute to the total vocational rehabilitation of the client. Describes briefly the operation of four types of programs in the vocational adjustment workshop which are: (1) acculturation program for the industrially inept; (2) vocational development program; (3) work identity program for those who have not worked steadily; (4) social learning program. Criteria for evaluation of a workshop as a professional tool are included.

435 Gellman, W., et al., Adjusting people to work. Jewish Vocational Service Monograph No. 1, 2nd ed., Chicago: Jewish Vocational service, 1957.

Presents a brief history of the development of JVS. The design of the Vocational Adjustment Center is described, as well as the physical setting in which an effort is made to simulate reality and provide for individual and group work. The Work Test Program, a diagnostic and screening device, is described as well as workshop procedures, intake procedures, the workshop setting, and the social function of the workshop. The chief method of evaluation is through observation of "vocational patterns," i.e., interpersonal relations, use of abilities, derivation of work satisfaction, adjustment to work pressures, and concept of self as a worker. A distinction is made between placement and employability. The role of the placement counselor is described and a field study of follow-ups is included. Implications for behavioral and attitudinal change and for a continuing concept of "the good worker" are pointed out; and hypotheses made in the areas of employability, placeability, and adjustability.

436 Goldin, G., Margolin, R., & Stotsky, B., Motivational factors in the rehabilitation facility. Rehabilitation Literature, 1968, 29(3), 66-72.

Report of an experiment to study motivational factors within a rehabilitation facility. Discusses interpersonal relationships between professional staff and clients and relationships among peers as motivating factors. Also discusses clutural background as it effects performance in various populations and the individual philosophy of the facility as it effects the performance of the clients.

437 Gorelick, M., Assessment of vocational realism of educable mentally retarded adolescents. American Journal of Mental Deficiency, 1968, 73, 154-157.

Report of a study of the development of vocational choice over a period of time in the same group of EMR adolescents. The level of vocational realism was assessed and the relationship between realism and success examined. The purpose of the study was for predicting post-employment success of EMR adolescents. Procedures and results of the study are described.

438 Hallenbeck, P., & Campbell, J., A conceptual framework for work adjustment training. Journal of Counseling Psychology, 1966, 13(4), 409-415.

Outlines a framework for work adjustment training based on experience at Vocational Guidance and Rehabilitation Service of Cleveland. The four phases of the program are termed "setting in," "learning," "growth," and "job readiness." Environmental factors and the intervention of work adjustment counselors are noted.

439 Helfand, A., Group counseling as an approach to the work problems of disadvantaged youth. Rehabilitation Counseling Bulletin, 1967, 11(2), 110-116.

Report of a pilot study using group counseling techniques to counteract "employment shock" among youth who were enrolled in a work program at the Mobilization for Youth Agency. Techniques used in the group counseling pilot sessions are enumerated with case studies being cited for each type.

440 Hoffman, P. (Ed.), "Think tank" workshop on work evaluation. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1969.

In March 1969, the Institute for Vocational Rehabilitation, Stout State University, sponsored a "think tank" on work evaluation. Included in this conference transcript are discussions of the problems involved in defining vocational evaluation, methods of evaluation, and its goals and objectives.

441 Huddle, D., Work performance of trainable adults as influenced by competition, cooperation, and monetary reward. American Journal of Mental Deficiency, 1967, 72, 181-211.

Report of an investigation to determine effects upon the work performance of trainable adults working in different types of work groups and working with and without monetary reward. Influence of competition and cooperation is also noted.

442 Hunt, J., & Zimmerman, J., Stimulating productivity in a simulated sheltered workshop setting. American Journal of Mental Deficiency, 1969, 74, 43-49.

A method for stimulating productivity of mentally retarded patients in a simulated workshop setting is reported upon. Discusses the effects of bonus awards as reinforcers. Reviews significant studies in productivity increase through reinforcement.

443 Illinois Rehabilitation Association, Committee on Workshops Division, Utilization of sheltered workshops: Counselor's guide. Springfield, Illinois: Illinois Division of Vocational Rehabilitation, 1969.

A guide for rehabilitation counselors designed to inform about the various aspects of a sheltered workshop. Includes definitions (work activity center, transitional workshop, work adjustment training, long term workshops), goals and objectives of workshops, and services offered. Discusses what a sheltered workshop can and cannot accomplish, and what type of clientele should be referred.

444 Jacobs, A., Weingold, J., & Dubrow, M., The sheltered workshop: A community rehabilitation resource for the mentally retarded. New York: New York State Association for Retarded Children, Inc., 1962.

A handbook designed to cover a wide range of aspects in the operation of a sheltered facility for the mentally retarded. Includes problems and issues in the rehabilitation of the mentally retarded, a description and discussion of vocational rehabilitation services within the workshop such as case finding, vocational and psychological evaluation, personal adjustment services, and placement and follow-up. Business, financial operation, wage and hour information, and client pay also included.

445 Jewish Vocational Service of Cincinnati, Psychiatric disability and work adjustment. Cincinnati: Author, 1963.

Describes the Vocational Adjustment Center (VAC) of the Jewish Vocational Service of Cincinnati which follows the prototype of the VAC of Jewish Vocational Service, Chicago. Primary focus is upon theory of work adjustment of psychiatric patients. Motivation as a significant factor in the rehabilitation of clients is stressed.

446 Jewish Vocational Service, The therapeutic workshop for older persons. Jewish Vocational Service Monograph 5, Chicago: Author, 1966.

Report of a Chicago JVS project in which psychological and social problems associated with aging were studied. The project design is described and client characteristics are presented. The results of the study relate to psychological aging, role change, and specific categories of clients. Elements of a therapeutic workshop for older people are mentioned.

447 Korman, A., Toward an hypothesis of work behavior. Journal of Applied Psychology, 1970, 54(1), 31-41.

Offers an hypothesis of work attitudes which emphasizes self-evaluation, self-perception, past reinforcement history, and interpersonal evaluation. Attempts to predict variables of industrial psychology, work performance, work satisfaction, and work choice. Proposes that individuals seek the behavioral role which will increase their favorable awareness and judgment of themselves. Discussions follow on changes in self-concept and findings relating to the hypothesis. The need for further research is presented.

448 Krantz, G., Rehabilitation: Simulated case flow. Minnetonka, Minnesota: Cooperative School Rehabilitation Centers, 1969.

A computer-simulated rehabilitation process, designed to teach beginning rehabilitation counselors the general kinds of vocational services which may be needed in difficult cases. User must be able to type with one finger and make decisions as questions are asked about a case which he makes up; the computer presents the questions and reports the consequences of the decisions. (Computer tape included).

449 Johnson, R., Haughton, E., & Lafave, H., Behavior therapy - use in a sheltered workshop. Diseases of the Nervous System, 1965, 26(6), 350-354.

A study of operant conditioning as used with chronic mentally ill females. Subjects are described in their workshop setting. Findings relate to the effect of payment on production rate and number of production errors when reinforcement is utilized.

451 Krantzler, M., Workshops and disadvantaged black youth: Challenge and opportunity. Journal of Rehabilitation, 1970, 36(3), 27-29.

Discusses the challenge today of rehabilitating the disadvantaged black youth. Workshops presently geared to physically and mentally handicapped must adopt new methods for the "new" client. Alterations recommended are an emphasis on the transitional nature of the workshop, stressing realistic nature of the work, a closer connection with local industry, use of payment throughout the evaluation and adjustment period, more blacks on staff, coordinating workshop services, using examples of certain recent demonstration projects for black youth, and need for adequate funds.

452 Kunce, J., Is work therapy really therapeutic? Rehabilitation Literature, 1970, 31(10), 297-299, 320.

Discussion of research done to determine the therapeutic value of work therapy in treating mentally and emotionally disturbed patients who are institutionalized. Cites research presenting both positive and negative results for using work therapy. Lists eight issues to be considered in the development of work activities that are to be used as therapeutic tools.

453 Leshner, S., & Snyderman, G., Occupational aspects of work adjustment. Rehabilitation Record, 1962, 3, 8-11.

Discusses the importance of a selected work task approach as employed by the Philadelphia Jewish Employment and Vocational Service. Analyzes the needs for specificity in tasks, with stress upon real occupations so that the client may develop a realistic image of himself as a worker in a real occupation. Describes use of a hierarchical scale of the job tasks of a specific job structured by difficulty in which the client may be evaluated by his progress in working successfully up the hierarchical scale.

454 Leslie, G. (Ed.), Behavior modification in rehabilitation facilities. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1969.

A compilation of articles and proceedings of discussion groups following a seminar on behavior modification. Goal of the seminar was to attempt to reach an understanding of possible problems and necessary actions in the use of behavior modification in rehabilitation facilities. Includes paper by Davison (Behavior Modification for Rehabilitation: Concepts, Possibilities, and Cautions) and Sanders (Experimental Social Innovation in Mental Illness).

455 Davison, G., Behavior modification for rehabilitation: Concepts, possibilities, and cautions. In G. Leslie (Ed.), Behavior modification in rehabilitation facilities. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1969.

Examines and defines the basic concepts of classical and operant conditioning and discusses a variety of behavioral approaches and their possible applications to verbal and non-verbal behavior, physical problems, emotional reactions, and reduction of unrealistic fears.

456 Lofquist, L., & Dawis, R., Adjustment to work: A psychological view of man's problems in a work oriented society. New York: Appleton-Century-Crofts, 1969.

An examination of the revised Minnesota Theory of Work Adjustment as related to the problems of work in society. Includes discussion of the meaning of work problems posed by work, the work personality, the work environment, and theory and application of the revised work adjustment theory. Minnesota Importance Questionnaire is appended.

457 Lopez, F., Evaluating employee performance. Chicago, Illinois: Public Personnel Association, 1968.

A model for evaluating employee performance is presented with discussion of the values, principles and purposes of evaluation. Part I considers such questions as to why evaluation is necessary, how it evolved, what it consists of, its purposes and relation to other management functions. Part II deals with application of techniques and practices as discussed in Part I. Principles of interpersonal perception and measurement are examined and merits of the evaluation procedure are appraised. Evaluation is seen throughout as part of management proceedings. (Management by objectives, performance standards, other techniques discussed.)

458 Lubow, B., et al., Client behavior in sheltered workshops: Two case studies. Studies in Behavior and Rehabilitation, No. 2., Ithaca, New York: Cornell University, Region II Rehabilitation Research Institute, 1969.

Case study reports of two disabled clients with contrasting capabilities. Discusses the work observation behavior scheme, designed to quantitatively measure client behaviors in a facility. Illustrates relationship between the behavior of a client and his environment. (Research and Demonstration Grant 2075-G)

459 Lubow, B., et al., An empirical approach to work behavior, interaction and rehabilitation. Human Organization, 1969, 28(4), 303-321.

Basically a review of the publication entitled Client Behavior in Sheltered Workshops: Two Case Studies, which reports on case studies of two disabled clients with contrasting capabilities. Discusses the work observation behavior scheme, a methodology designed to quantitatively measure client behaviors in a facility. Illustrates relationship between the behavior of a client and his environment. (Research and Demonstration Grant 2075-G)

460 MacLennan, B., & Klein, W., Utilization of groups in job training for the socially deprived. International Journal of Group Psychotherapy, 1965, 15, 424-433.

An investigation into the use of the core group as a rehabilitation tool. Socially deprived youth working in a training program at the Center for Youth and Community Studies, Howard University, prepared for jobs as nonprofessional aides in human services. The program consists of supervised on-the-job experience and skill workshops, and the utilization of group methods in which members examine their work experience roles and functions, learn new coping skills, and undergo resocialization.

461 McAlees, D., Evaluation of job readiness. Paper presented at Placement Institute, Oklahoma State University, 1965.

A discussion of job readiness in terms of employability, placeability, employment satisfactoriness, and employment satisfaction. Indicates areas of readiness to be evaluated including psychological, physical, occupational, and placement.

462 Mink, O., The behavior change process. Morgantown, West Virginia: West Virginia University, 1968. Also available as: Mink, O., The behavior change process. New York: Harper & Row, 1970.

A basic manual designed to familiarize and teach the individual the basic concepts of behavior therapy and how to apply principles of learning behavior to typical client problems faced in a work or training situation. A programmed instruction format is followed in which the individual may test himself in regard to basic concepts and situations presented in test cases.

463 Montgomery, J., & McBurney, R., Operant conditioning and token economy. Camarillo, California: Camarillo State Hospital, 1970.

A manual based on the experiences of the staff at Camarillo State Hospital in developing an operant conditioning and token economy program for mentally retarded patients. Defines operant conditioning and token economy in relation to the program, discusses procedures for establishing a token economy, lists patient behavioral criteria and amount of reward for appropriate behaviors, daily schedules, and outline of steps in developing a behavior modification plan. Examples of forms used included.

464 Neff, W., The success of a rehabilitation program: A follow-up study of clients of the Vocational Adjustment Center. Jewish Vocational Service Monograph 3, Chicago: The Jewish Vocational Service, 1960.

An investigation into the validity of the techniques employed at Vocational Adjustment Center of the Chicago Jewish Vocational Service. Clients were interviewed one year after "graduation." Their work experience and factors relating to success or failure were studied. Failures in prediction were noted and discussed. The degree of family support of the client's efforts was also examined.

465 Neff, W., The meaning of work to the poor. Rehabilitation Counseling Bulletin, 1967, 11(1SP), 71-78.

States that the attitude toward work is a major social problem among the poor and notes common features between work personality of the poor and the disabled. Factors influencing development of the work personality are discussed. The rehabilitation workshop is recommended as a favorable work environment for the poor.

466 Neff, W., Work and human behavior. New York: Atherton Press, 1968.

Discussion of work behavior in terms of: work as both a human and a social problem, work and human history, work as a sphere of behavior, psychoanalytic and psychological theories of work behavior, characteristics of work environments, components of work behavior and work personality, assessment of work potential, techniques of work adjustment, the psychopathology of work, the handicapped worker, work and social change, and work in perspective.

467 Jewish Family and Children's Service, Vocational group therapy with the emotionally disturbed. Denver: Author, 1963.

A final report of a project carried on at the Utility Workshop of the Jewish Family and Children's Service. Purpose of the project was to determine if vocationally oriented group therapy plus the therapeutic effects of a controlled sheltered work program would make for a more effective rehabilitation program for emotionally disturbed clients than workshop placement alone. Lists standard tests and rating scales chosen and utilized in the project and discusses research methodology. Statistical tables and results included. (Research and Demonstration Grant 487)

468 Oseas, L., Work requirements and ego defects. Psychiatric Quarterly, 1963, 37, 105-122.

Meanings of work to the recovering psychotic are covered in terms of the role played by work in striving for (a) self-actualization, (b) self-identification, (c) self-enhancement, (d) social participation, (e) mastery, and (f) security.

469 Oseas, L., A model for establishing therapeutic work conditioning. Journal of Counseling Psychology, 1963, 10, 368-372. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses the controlled work setting and its therapeutic potentials. Presents a model which can be adapted to the facility and which indicates the patient problem, the therapy objective, work objective, supervision factors, production factors, and task factors.

470 Rehabilitation Center, Inc., The operations and results of the Albuquerque Vocational Clinic: A selected demonstration project. Albuquerque: Author, 1967.

The final report of the development and operation of the Work Adjustment Center for Severely Disabled Persons and Mentally Handicapped (called the Albuquerque Vocational Clinic). Report contains sections on: justification for and objectives of the project; the services offered by the Center; the role of each member of the staff; the services of evaluation, counseling, work adjustment training, and medical and psychological therapies offered; workshop and sub-contract activities; and the methodology of the Center including referral procedure and movement through the program of work adjustment training. Also contains description of the clients served during the operation of the project and the outcome of the clients training. Report contains summary and implications of the total project. (Research and Demonstration Grant 409)

471 Prazak, G., Work adjustment problems. Paper presented at Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

Describes primary objective of a vocational program as being specific behavior assessment and change to achieve employment. Discusses chief reasons for unemployment as lack of readiness, job objective, job seeking, job retention, plus related medical, financial, social, and personal problems. Behavior modification as a method for solving unemployment problems is defined. Examples of its application are included in regard to quantity and quality of production and absenteeism.

472 Cobb, H., The forecast of fulfillment: A review of research on predictive assessment of the adult retarded for social and vocational adjustment. New York: Teachers College Press, Columbia University, 1972.

An analysis of the literature relevant to the predictive assessment of the retarded adult for social and vocational development. Includes a review section of follow-up studies (Kennedy; Baller, Charles and Miller; Deno; Saenger); a section on analytical studies (Windle; Taylor; Parnicky and Kahn; Pinkard; Dayan; Schulman; Stephens; Bower and Switzer); and a final section summarizing research and implications for vocational counseling. (Research and Demonstration Grant 1624-P)

473 Schmidt, P., Work adjustment manual for Goodwill Industries. Washington, D.C.: Goodwill Industries of America, 1968.

Presents guidelines for the development and administration of a work adjustment training center. Definitions given include those of work adjustment, the work adjustment client, personal adjustment, job placement, and employment. Objectives of work adjustment training are outlined. Planning the work adjustment program is discussed in terms of a survey of community needs and resources, forming an advisory committee, and providing financing. Professional services described are medical, psychological, social work. The administrative staff is also discussed. Operating procedures and techniques delineated are intake, referrals, work adjustment training, counseling, placeability and employability rating, and interagency progress review. Includes a supervisor's guide to observing the reporting client progress and an instruction section for use with the supervisor's guide.

474 Schmidt, P., Arnholter, E., & Warner, M., Work adjustment program for disabled persons with emotional problems. Indianapolis: Indianapolis Goodwill Industries, 1962.

Final report of a project designed to put to practical application the knowledge, methods, and techniques developed by the research project conducted at Jewish Vocational Service of Chicago entitled "Vocational Adjustment Center for Disabled Persons with Emotional Problems." Secondary goals included were to explore the value of new techniques of work adjustment for adaptation to Goodwill Industries, and to determine the effectiveness of industrial supervision without high level education backgrounds. (Research and Demonstration Grant 275)

475 Scott, T., et al., A definition of work adjustment. Minnesota Studies in Vocational Rehabilitation, Monograph X, Minneapolis: University of Minnesota, Industrial Relations Center, 1958.

For developing a concept of work adjustment, literature was reviewed in the areas of job satisfaction, morale and employee attitudes, worker motivation, behavioral criteria, and vocational fitness. A research definition of work adjustment is put forth in operational terms of variables, instruments, and procedures.

476 Sletten, I., et al., Work performance in psychiatric patients. Diseases of the Nervous System, 1968, 29(4), 261-264.

An investigation in which the work performance of psychiatric patients was tested under the following conditions: (1) use of operant conditioning and token reinforcement, (2) conventional monetary reward, and (3) "off periods" in which neither of the preceding was used. Results are given and conclusions drawn.

477 Tate, B., & Baroff, G., Training the mentally retarded in the production of a complex product: A demonstration of work potential. Exceptional Children, 1967, 33(6), 405-408.

A discussion of a project at Murdoch Center for Mental Retardation, Butner, North Carolina, in which the trainees built relay panels for industry and were observed in the area of work potential. The product, the workers, and the techniques of the workshop are dealt with.

478 Teasdale, R., & Joynt, D., Some effects of incentives on the behavior of adolescent retardates. American Journal of Mental Deficiency, 1967, 71(6), 925-930.

An exploratory study of the effects of incentives on task performance and behavior of young retardates. Describes the procedure of setting up two incentive conditions in the sheltered workshop at the Handicapped Children's Centre, Armindale, New South Wales, involving cooperative and competitive situations. Conditions under which incentives had favorable effects and those which had detrimental ones are examined.

479 Tseng, M., Locus of control as a determinant of job proficiency, employability, and training satisfaction of vocational rehabilitation clients. Journal of Counseling Psychology, 1970, 17(6), 487-491.

The internal-external locus of control construct as an expectancy variable was used to determine job proficiency, personal quality, training satisfaction, employability, and 16 other personal attributes of vocational rehabilitation clients. Results of the study are detailed and the validity of the locus of control as a predictor is discussed.

480 Walker, R., Pounce. In J. Krumboltz & C. Thoresen (Eds.), Behavioral counseling: Cases and techniques. New York: Holt, Rinehart & Winston, 1969.

A discussion of a confrontation technique called "Pounce" used at the Minneapolis Rehabilitation Center. Format of the procedure is described and an example of a question-answer session given. Purpose of "Pounce" is to secure appropriate verbal and written responses as to why the client isn't employed. Evaluation of the program is given and benefits noted.

481 Walls, R., Control expectancy and delay of reinforcement in rehabilitation. Paper presented at the Annual Convention of American Personnel and Guidance Association, New Orleans, 1970.

An examination of the relationships of voluntary delay of reinforcement and internal-external locus of control conducted with culturally disadvantaged subjects. Discusses a series of studies designed to investigate decision making in regard to delay of reinforcement.

482 Zimmerman, J., et al., Operant conditioning in a sheltered workshop: Further data in support of an objective and systematic approach to rehabilitation. Rehabilitation Literature, 1969, 30(11), 326-334.

Deals with operant procedures used in the sheltered workshop to increase the productivity of handicapped clients. Describes results that have been obtained by using isolation during work if the client did not work up to his established goal. Contains several clients' daily records in graph form to show effect of the procedure.

483 Zimmerman, J., et al., Effects of token reinforcements on productivity in multiply handicapped clients in a sheltered workshop. Rehabilitation Literature, 1969, 30(2), 34-41.

An investigation using token reinforcers for development and maintenance of work performances in a sheltered workshop setting with multiply handicapped clients. Describes the clients and their working conditions for the study. Results of the study are given in table and text form. Indications of the value of this method for improving production in vocational rehabilitation with cautions in operating such a program are discussed.

485 Hurwitz, S., & DiFrancesca, S., Behavioral modification of the emotionally retarded deaf. Rehabilitation Literature, 1968, 29(9), 258-264.

Description of a rehabilitation program for the deaf conducted at the St. Louis Jewish Employment and Vocational Service. Conducted on the theory that programs and technics effective for remedying and enhancing the behavior of other handicapped persons, with appropriate expansion of modification, can be applied beneficially to deaf persons. Includes characteristics of the deaf population and approach to treatment. States conclusions reached after three years of the project. (Research and Demonstration Grant 1804)

486 Goertzel, V., et al., Coordinating hospital and community work adjustment services. Los Angeles: Camarillo State Hospital and Jewish Vocational Service, 1967.

Description and final report of a joint project between a mental hospital and a community workshop. The purposes of the project were (1) to use work as a therapeutic instrument to help patients leave the hospital (2) to help formerly hospitalized patients remain in the community and (3) to raise their overall level of functioning. The above goals were accomplished primarily through the utilization of the hospital bakery (first phase) and the community rehabilitation workshop (second phase). The contents of the report include descriptions of the hospital phase of treatment and the community workshop phase. Findings relate to the development of motivation in the patient, support by ward personnel, necessity for administrators to make adjustment, and the patient's need for a variety of experiences and development of social skills are discussed. (Research and Demonstration Grant 1156)

487 Kaufer, H., The older handicapped worker. St. Louis: Jewish Employment and Vocational Service, 1970.

Final report of a project conducted to demonstrate the feasibility of effective vocational rehabilitation services for persons 45 years of age and over who have physical or emotional disabilities. Specific aims of the project were: effective vocational rehabilitation services for older persons where no such services previously existed; produce information for rehabilitation facilities on the operation of such a program; develop tools and techniques applicable to the project; and generate community interest in employment for this group of people. Methods and procedures reported on included eligibility criteria, intake procedures, evaluation process and results, work adjustment training, job placement service, and follow-up services. Other areas covered are: project staffing patterns, population served by the project, research and demonstration objectives of the project, and results of the study--both practical and implied. (Research and Demonstration Grant 750)

488 University of Washington, Modeling: An approach to the rehabilitation of juvenile offenders. Seattle: Author, 1971.

A final report of research into the use of modeling in the rehabilitation of youthful male offenders. Two groups were organized -- one in which modeling was used, and one which was built around structured discussions. Use of video-tape as a supporting technique is discussed. The effectiveness of the treatment is evaluated and results of the studies described. Implications for further research are also noted. (Research and Demonstration Grant 15-P-55303)

489 Brown, L., & Pearce, E., Increasing the production rates of trainable retarded students in a public school simulated workshop. Education and Training of the Mentally Retarded, 1970, 5, 15-22.

The results of a two-part study involving two different groups of clients. The goal for one group of five emotionally disturbed students in a public school prevocational class was to increase their production rate of stuffing envelopes. These same students were then used as models to increase the production rates of three trainable level retarded students. Methods, results, and discussion of each part of the study are presented as well as graphs which plot the results of the studies.

490 Baker, R., & Sawyer, H., Adjustment services in rehabilitation: Emphasis on human change. (inside title: Guidelines for the development of adjustment services in rehabilitation) Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971.

The purpose of this publication is to examine concepts of adjustment presently being used in rehabilitation facilities and to recommend guidelines to help facility personnel develop adequate adjustment programs based upon the clientele and resources available. Defines and differentiates between the concepts of personal adjustment and adjustment training. The first section discusses purposes, goals, and techniques of adjustment services including individual and group counseling, the work experience setting, behavior modification, attitude therapy, individual and classroom instruction, and learning and motivation. The second section deals with analysis and individualization of the adjustment program. Includes the following definitions and procedures important to adjustment: identifying behavior, rate of behavior, reinforcement, extinction, shaping, stimulus control, reinforcers, common reinforcers, using reinforcers, and reinforcement schedules. Includes a step-by-step procedural outline for implementing an individualized adjustment program. The third section, structuring a comprehensive adjustment services program, includes coordinating vocational evaluation and adjustment services; planning the overall adjustment program with emphasis on description of behavior, analysis of attitudes, patterns of work habits and assessment of adjustment skills. The fourth section relates to general considerations for implementing adjustment service programs including planning consideration of need, space, finances, time, and staff. Other innovation and implementation considerations include establishing objectives, client supervising and reporting systems, and curriculum outlines and lesson plans (with examples). Use of A-V materials and public relations is also covered. The fifth section suggests training areas for adjustment including community living, safety, budgeting and parking, shopping techniques, insurance, and leisure time activities, personal appearance and hygiene, job readiness, adjustment for social skills, work adjustment, and adjustment for recreation. The sixth section covers the area of follow-up and includes suggestions and procedures. Sample forms include follow-up letter to client, follow-up letter to employer, and employee performance form. Contains an extensive reference section on literature related to evaluation and adjustment.

491 Ross, D., & Brandon, T., In pursuit of work adjustment. Journal of Rehabilitation, 1971, 37(4), 6-8.

A consideration of the current state of the literature in work adjustment and the possibility of developing a workable adjustment model based on that literature. Describes and reports results of procedures in which a novice and also experienced professionals analyzed and reported on the available literature. Problems in terminology and validation are discussed and a recommendation made for financing the development of a comprehensive work adjustment model.

492 Sankovsky, R., Adjustment services in rehabilitation. Journal of Rehabilitation, 1971, 37(4), 8-10.

Differentiates between personal adjustment, social adjustment, and work adjustment. Deals with the therapeutic nature of work adjustment and its services: developing physical tolerances and capacities, providing information and experiences, and changing existing behavior.

493 Campbell, J., & O'Toole, R., A situational approach. Journal of Rehabilitation, 1971, 37(4), 11-13.

Discusses work adjustment in terms of the concepts of role theory and socialization. Describes how socialization may be obtained through a situational approach in the rehabilitation facility. Focus is on the manipulation of the roles of the work adjustment counselor, the work setting, and the agency itself.

494 Krantz, G., Critical vocational behaviors. Journal of Rehabilitation, 1971, 37(4), 14-16.

Discusses work adjustment as a means for promoting critical (desirable) vocational behaviors. Defines critical vocational behaviors and presents an outline divided into job objective behaviors, job-getting behaviors, and job-keeping behaviors. A second outline presents critical employment coupled behaviors including social living competencies, general and personal living competencies, and community living competencies.

495 Hoffman, P., Work evaluation and adjustment: The relationship. Journal of Rehabilitation, 1971, 37(4), 19-22.

Discusses commonalities and differences between work evaluation and work adjustment and emphasizes the fact that the two processes, while separate entities, are not mutually exclusive. Describes evaluation as a necessary antecedent to adjustment. Charts included list general employability and specific employability factors.

496 Dunn, D., Work and behavior change. Journal of Rehabilitation, 1971, 37(4), 22-24.

Discusses three methods by which positive behavior change may be attained through work experience: identification (modeling), kinesthetic (learning by doing), and mystical experience (religion, drugs, meditation). Emphasizes that the above processes, when associated with work experience, may produce positive changes without direct intervention of highly professional staff.

497 Campbell, N., Techniques of behavior modification. Journal of Rehabilitation, 1971, 37(4), 28-31.

Discussion and description of the techniques of behavior modification based on operant conditioning employed in the work adjustment program at Goodwill Industries of Indianapolis. Techniques discussed include use of automated equipment, token reinforcement, using work as reinforcement, and isolation-avoidance.

498 Mink, O., Learner-oriented instruction. Journal of Rehabilitation, 1971, 37(4), 25-27.

Discusses a learner-oriented instructional system for work adjustment programs. Emphasizes systematic design of the learning environment and provision for multiple levels of entry into ordered instructional sequences. Analysis of the relationship between the client learning ability and the objectives of the work adjustment teaching program is stressed.

499 Ayers, G., Counseling in work adjustment programs. *Journal of Rehabilitation*, 1971, *37*(4), 31-33.

Discusses the importance of counseling in work adjustment programs. Several approaches are presented: individual counseling in the initial phases of rehabilitation, video counseling aids, use of modeling, and group counseling. Each approach cites research done in the area.

500 Ullmann, L., & Krasner, L. (Eds.), *Case studies in behavior modification*. New York: Holt, Rinehart & Winston, 1965.

Contains theory and case studies in behavior modification and is geared to the student and non-specialist level as well as for professionals. Divided into the following sections: modification and severely disturbed behaviors, modification of classic neurotic behaviors, modification of deviant adult behaviors (sex, tics, stuttering), modification of deviant behaviors in children, and modification and mental deficiency.

502 Walker, R., The accountability game. *Journal of Rehabilitation*, 1971, *37*(4), 34-36.

A suggested approach to the evaluation of the effectiveness of work adjustment programs: surveying individual clients, staff qualifications, services provided, techniques, case records, and client outcomes.

566 Caruth Memorial Rehabilitation Center, *Work adjustment training for mentally retarded young people in a community setting*. Dallas, Texas: Author, 1969.

Final report and a follow-up of clients in a three-year project to provide evaluation and training for mentally retarded clients 16 to 39 years old. Report contains detailed information of the population of the study; the procedures of admission and evaluation; staff; and the outcome of the study. (Research and Demonstration Grant 2101)

567 Lustig, P., Differential use of the work situation in the sheltered workshop. *Rehabilitation Literature*, 1970, *31*, 39-42.

Describes a method of behavior modification involving the planned manipulation of the situational components of the work situation. Classifies five client maladjustments to job situations. Discusses ways to manipulate jobs through dimensions of time, position, rate, type of interpersonal work relationship to the people around the client, and quantity of both personal and non-personal stimuli or a combination of these. This method provides initial possibility for expanding the range of procedures used to alter behaviors that interfere with adequate work adjustment.

568 Beedy, V., et al., *A prevocational and social adjustment program for educable retarded adolescents: A pilot project*. Milwaukee, Wisconsin: Curative Workshop of Milwaukee, 1971.

Report of a project to provide educable retarded adolescents with necessary prevocational and social adjustment skills. Program areas included exploration of job through field trips; learning skills in applying for and maintaining employment; improvement in interpersonal relationships with co-workers, supervisors, counselors, etc.; learning basic math skills; recreation and leisure time; and increased parental involvement.

569 Cleland, C., & Swartz, J., Deprivation, reinforcement and peer support as work motivators: A paradigm for habilitation of older retardates. *Community Mental Health Journal*, 1968, *4*(2), 120-128.

A group of chronically institutionalized, educable retardates were isolated and studied, and a model for rehabilitation was established based on the strengths found within the group. The principles applied in developing the model were work deprivation, social reinforcement and group placement.

570 Tizard, J., The effects of different types of supervision on the behaviour of mental defectives in a sheltered workshop. *American Journal of Mental Deficiency*, 1953, *58*, 143-161.

A group of high-grade mentally defective adolescent males in a workshop were studied regarding the effects of three different types of discipline--strict, friendly, and laissez-faire. Nurses' uses of behavior measures such as time samplings and nurses' rankings are described.

571 Salkind, I., A work adjustment technique. In U.S. Department of Health, Education and Welfare, *Selected papers presented at the National Training Institute for State Rehabilitation Facility Specialists*. Washington, D.C.: Author, 1969.

A description of the duties of the foreman in a rehabilitation workshop. The duties, divided into three categories, are: responsibilities on the floor which include initial client contact and observation, workshop quality control on contract work, and manipulation of environment in workshop; off floor duties of report writing and recording daily observations, daily schedules for clients, and progress evaluations; and the foreman's attitudes toward and relations with clients, co-workers, referring agency personnel, and placement of clients.

572 Stroud, R., Industrial engineering in the sheltered workshop. In U.S. Department of Health, Education and Welfare, *Selected papers presented at the National Training Institute for State Rehabilitation Facility Specialists*. Washington, D.C.: Author, 1969.

Problem areas where an industrial engineer or a workshop director with a strong engineering background could produce great benefits for the rehabilitation workshop are discussed. Areas covered are: business knowledge and experience, contract procurement and controls, motivation for optimum efficiency in production, and safety practices. Presents future roles of the industrial engineer in a workshop if the proposed amendments to the Wagner-O'Day Law are passed. Advocates the use of a central or regional industrial engineer to serve many facilities on a consulting basis since cost prohibits each facility from affording an industrial engineer.

573 Logan, D., et al., The use of multiple reinforcers in a rehabilitation setting. Mental Retardation, 1971, 9(3), 3-6.

A study to assess effects of multiple reinforcers, given on a systematic basis, on work performance rates of non-institutionalized male retardates. Reinforcers were divided into two categories; social reinforcements in the form of visual displays and verbal reinforcements, and token reinforcements exchangeable for money. Results for each group are plotted in graph form and discussed.

574 Altman, R., & Talkington, L., Modeling: An alternative behavior modification approach for retardates. Mental Retardation, 1971, 9(3), 20-23.

A review of literature suggesting the feasibility of behavior modification with the mentally retarded using modeling techniques.

575 Barad, C., A survey of vocational evaluation practices in Maryland and the District of Columbia. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 6-10.

Study of vocational evaluation units functioning in Maryland and D.C. area. Results are given on settings of units, caseload composition, referral sources, goals, tools and techniques, use of ancillary staff, length of evaluation process, format of final report of clients, utilization of evaluation facilities, job title of persons performing evaluation, and educational levels and experiential background of evaluators. Implications of the survey to future evaluation techniques are enumerated.

576 Dunn, D., Work adjustment, work evaluation and employability. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 11-16.

A view of employability in terms of work adjustment training and the relationship of the results of work evaluation to work adjustment training.

577 Sankovsky, R., Characteristics of the VEWAA membership. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 17-26.

Reports on the following characteristics: primary work responsibility employment by, formal training in evaluation, amount of in-service training, educational level, undergraduate major, previous work experience, average number of evaluations, annual salary, self-ratings on areas of competency, VEWAA Bulletin readership, and attendance at professional conferences. Includes a sample of the VEWAA membership survey form used to gather results for above topics.

579 Barton, E. (Ed.), Topical review, rev. of Sankovsky, R., Arthur, G., & Mann, J. (Eds.), Vocational evaluation and work adjustment: A book of readings (Auburn University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 33-37.

Review of Vocational Evaluation and Work Adjustment: A Book of Readings edited by R. Sankovsky, G. Arthur, & J. Mann of Auburn University. The book of readings contains thirty-one articles divided into the following eight categories: Philosophy of Vocational Evaluation; Psychological Testing; Job-Man Analysis; Job-Work Sample; Situational Assessment; Work Adjustment; Client, Counselor and Evaluator; and Report Writing.

580 Soloff, A., The Chicago JVS Research Utilization Laboratory. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 38-39.

Description of the Research Utilization Laboratory (RUL) at Chicago Jewish Vocational Service. Discusses a systematic evaluation of strengths and weaknesses related to employment in 12 selected areas of work performance demonstrated to be important to job success.

581 Gardner, W., Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult. Chicago: Aldine-Atherton, 1971.

A text which relates the use of behavior modification principles to the evaluation, training, work adjustment, and education of mentally retarded adolescents and adults, particularly in institutions. No background knowledge of learning theory concepts or experience in the use of behavior modification techniques is assumed in the book. Divided into four parts, the first part deals with problems of education and rehabilitation of the mentally retarded client, the second deals with behavior modification concepts and principles, the third with psychological evaluation of the mentally retarded client, and the last with methods of producing behavior change.

582 Patterson, C., Behavior modification in rehabilitation: A consideration of its values and limitations. Paper presented at Facilities and Research Utilization Conference, Galveston, Texas, October 1, 1970.

A speech discussing the recent revival of behaviorism, with particular emphasis on operant conditioning and "shaping" behavior. Brings into question the right of one person to shape another person's behavior and the method of choosing desirable behaviors. Illustrative examples of applied behavior modification are given, followed by an evaluation and critique of the approach.

583 Meadow, L., Vocational adjustment of the emotionally disturbed aged. Journal of Jewish Communal Service, 1957, 33, 396-401.

An examination of vocational adjustment of older, emotionally disturbed adults. Points out need for physical, psychological, and social services. Suggests treatment for vocational adjustment including removal of subject from a rejecting environment to an accepting environment, resocialization, initiating meaningful and creative activity, and psychotherapy.

584 Jens, K., & Shores, R., Behavioral graphs as reinforcers for work behavior of mentally retarded adolescents. Education and Training of the Mentally Retarded, 1969, 4(1), 21-27.

Relates the outcome of a study in which progress charts were used to evaluate changes in the production rates of trainable mentally retarded adolescents. Presents evidence to indicate the validity of charts as reinforcers for production.

586 Evans, G., & Spradlin, J., Incentives and instructions as controlling variables of productivity. American Journal of Mental Deficiency, 1966, 71, 129-132.

Purpose of the study conducted at Parsons State Hospital and Training Center was to isolate variables controlling productivity of institutionalized, mildly retarded males. The piece-rate plan and salary plan were used as incentives along with verbal instructions.

588 Hoffman, P., & Dunn, D. (Eds.), The work adjustment profile. Journal of Rehabilitation, 1971, 37(4).

An issue devoted exclusively to the subject of work adjustment with articles by Dunn & Hoffman (The Practice of Work Adjustment - Editorial), Brandon & Ross (The Pursuit of Work Adjustment), Sankovsky (Adjustment Services in Rehabilitation), Krantz (Critical Vocational Behaviors), Button & Hogan (An Empirical Perspective), Hoffman (Work Evaluation and Adjustment: The Relationship), Dunn (Work and Behavior Change), Mink (Learner-Oriented Instruction), Campbell (Techniques of Behavior Modification), Ayers (Counseling in Work Adjustment Programs), and Walker (The Accountability Game).

589 DeRoo, W., & Haralson, H., Increasing workshop production through self-visualization on videotape. Mental Retardation, 1971, 9(4), 22-25.

Description of a study in which self-visualization of mentally retarded client's work behavior via videotape was used as a means of increasing workshop production. The task and materials used, experimental and control treatment, procedure, and results are delineated. Statistical tables indicate the production gains of both the control and experimental groups.

590 Peterson, C., Positive reinforcement in the vocational training of a trainable mental retardate: A case report. Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1969. Also presented at the 49th Annual Convention of the Western Psychological Association, Vancouver, B.C., June 1969.

Report of a case study of client training using verbal, token, or monetary reinforcements to facilitate task learning. The case reported was teaching a retarded client to polish shoe roller skates following a demonstration of the task by the trainer.

591 Cushing, M., When counseling fails - then what? Journal of Rehabilitation, 1969, 35(4), 18-20.

Report of the Minneapolis Rehabilitation Center's use of behavior modification as a treatment technique for clients who have not responded to other types of treatment. Includes a description of the types of problems treated, techniques used, and the outcomes.

592 Lenard, H., Work adjustment concept for the brain injured retarded. Training School Bulletin, 1970, 67(2), 118-121, 123.

Presents introduction to work adjustment history including the four major stages through which work adjustment has passed. A review of literature concerning work and rehabilitation is included with brief comments regarding each piece of literature cited. A definition of work adjustment and its integration with personal adjustment in a rehabilitation setting and the author's views of a work adjustment shop are presented.

593 Hewitt, D., WORK, INC.: A demonstration of personal adjustment training and intensive placement techniques with difficult to place disabled people in an area of high unemployment incidence. Tallahassee, Florida: Florida State Department of Education, Division of Vocational Rehabilitation, 1966.

Final report of the project called WORK, INC. The purpose of the project was two-fold: (a) to determine the value of group counseling as a means of adjusting disabled persons to work; and (b) to improve placement techniques. The results of the study are given in terms of referral, acceptance and closure information, placement, and group counseling in personal adjustment. (Research and Demonstration Grant 1215)

594 Newman, E., Vocational evaluation and work adjustment, a future thrust of the rehabilitation movement. Rehabilitation Record, 1971, 12(1), 13-15.

Discusses the Vocational Evaluation and Work Adjustment Amendment (Section 15) to the Vocational Rehabilitation Act which authorizes the following for disadvantaged individuals: (a) preliminary diagnostic study of work evaluation; (b) diagnostic study of medical, psychological, vocational, social, and environmental areas; (c) services to appraise work attitudes and behavioral patterns; (d) other services to determine nature of handicap; and (e) outreach and referral. Aspects of funding and interagency cooperation are discussed with relation to both pilot programs and future work evaluation. Emphasis is placed on the need for close cooperation of individuals and agencies in evaluation and adjustment.

595 Gellman, W., The future development of vocational adjustment programs and workshops. Rehabilitation Literature, 1971, 32(4), 108-113.

Review of the history of work evaluation and work adjustment, the history of the workshop movement, and the three major themes of work as an introduction to the direction of the future of evaluation and work adjustment services. The future of workshops is presented in three areas: theoretical and technical innovations and the target population to which these innovations will be applied.

596 Jewish Vocational Service, Work adjustment center for older disabled workers. Chicago: Author, 1971.

Final report of a project to establish vocational services for older disabled workers in the Chicago area. Clients served over the three year period are described and various group comparisons made. The agency's primary objectives were the provision of rehabilitation services to bring about increased services by other social agencies to them and to improve the understanding of factors influencing the older disabled worker's degree of vocational success. (Research and Demonstration Grant 1747)

598 Bertcher, H., et al., Role modeling and role playing: A manual for vocational development and employment agencies. Ann Arbor, Michigan: Manpower Science Services, Inc., n.d.

A manual which presents individual principles, examples, and supporting literature on role playing and role modeling as they pertain to work adjustment. The principle, accompanying examples, and supportive literature are presented simultaneously on separate portions of a page. Areas covered in the manual are: introduction to role playing and modeling and definitions used in the manual; drawing attention to the model's performance; role playing; rewards; characteristics of good models; and instructions for using the manual.

599 Laradon Hall Occupational Center, The occupational success of the retarded: Critical factors, predictive tests and remedial techniques. Denver: Author, 1966.

Final report of a project, the purpose of which was to develop methods for evaluating and training mentally retarded young adults by gaining a better understanding of the critical factors involved in employment success. Reports and discusses (a) the comparison of successfully and unsuccessfully employed mentally retarded young adults on a wide range of performance and behavioral factors, (b) the development of a battery of tests helpful in distinguishing between those ready for employment and those not ready, (c) exploration of training and therapeutic techniques for those having deficits in relation to the demands of disability. (Research and Demonstration Grant 987)

600 Paulhe, G., Some applications of methods-time-measurement in pre-vocational evaluation. Paper presented to American Personnel and Guidance Association, Stanford, California, April 1965.

Defines methods-time-measurement as an industrial engineering procedure. Discusses the development of a battery of job samples which correspond to motion elements defined by MTM. Research implications for estimating the amount of "effort" an individual client applies to a job-sample test are given. Information which can be estimated includes the client's maximum sensory-motor capacity; general vitality; bi-manual co-ordination; adaptability; and skill. (Research and Demonstration Grant 806)

601 Gellman, W., A scale of employability for handicapped persons. Chicago: Jewish Vocational Service and Employment Center, 1959.

Third progress report on the development of a scale of employability for handicapped persons. Specific aim of the scale is to furnish quantified measurements of the vocational pattern in vocationally handicapped persons.

602 Patterson, C., Readings in rehabilitation counseling. Champaign, Illinois: Stipes Publishing Co., 1960.

A book of readings containing articles on rehabilitation counseling and work evaluation including: Usdane (Vocational Counseling with the Severely Handicapped); Redkey (The Function and Value of a Prevocational Unit in a Rehabilitation Center); Bailey (The Work Trial Method of Vocational Evaluation); Ireland (Evaluating Work Behavior in Occupational Therapy); Gorthy, et al. (Vocational Evaluation by Work Sample Technic and its Dependence Upon Medical Contributions); Moed, Klincewicz, & Usdane (Who Is the Prevocational Evaluator?); Thomas, Spangler, & Izutsu (Some Fundamental Propositions in the Construction of Evaluation Units in Vocational Rehabilitation).

603 Bray, D., & Grant, D., The assessment center in the measurement of potential for business management. Psychological Monographs: General and Applied, 1966, 80(17), Whole No. 625, 1-27.

A report presenting the findings on assessment procedures resulting from the Bell System's Management Progress Study of 355 young company managers. Areas covered include: techniques of assessment, staff evaluations (in-basket, manufacturing problems, group discussions, etc.), and relationships of assessment data to subsequent progress in management.

604 Auburn University, Vocational Rehabilitation Administration and Alabama Division of Vocational Rehabilitation, Regional pilot institute on work evaluation. Auburn, Alabama: Auburn University, 1966.

Publication contains the papers prepared for the Regional Institute on Work Evaluation, March 1966. Presentations by: Andrews (Physical Capacities); Morrison (The Process of Work Evaluation); Rabucha (Tower Evaluation); Bishop (The Use of Industry in Work Evaluation); Brown (Elements and Problems); Hadwin (On the Job Evaluation); Flowers (Techniques of Developing Job Samples or Developing Job Tryouts); Vinson (Observation, Recording and Reporting Conference Work Evaluation); Mitzner (Staffing and Reporting at Georgia Mental Health Institute); Lustig (Personal Qualifications and Training for Work Evaluation).

605 Hoffman, P., Industrial arts and evaluation of the handicapped. Speech presented at American Industrial Arts Association Annual Convention, Minneapolis, Minnesota, April 1968.

Points out the need for work evaluation in addition to psychological testing in order to meet the varied needs of clients. Discusses work samples and actual jobs as work evaluation tools. Indicates the relationship between the fields of work evaluation and industrial arts and the contributions each can make to the other.

606 Gold, M., Preworkshop skills for the trainable: A sequential technique. Education and Training of the Mentally Retarded, 1968, 3(1), 31-37.

A discussion of task analysis as a method for reduction of learning into its smallest component parts. Purpose is to prepare trainable mentally retarded for success in sheltered workshop activities by enabling the instructor to teach in small steps and to make possible the identification of specific problems when difficulty is encountered.

607 Wernimont, P., & Campbell, J., Signs, samples, and criteria. Journal of Applied Psychology, 1968, 52(5), 372-376.

A discussion of methods of predicting future job behavior. Points to validation problems of psychological tests and supports the increased use of work related behavior samples as shown through past work experiences or the obtaining of samples of work behavior from real or simulated situations.

608 Perkins, D., Brodwin, M., & Oberstone, A. (Comps.), Workshops for the handicapped: An annotated bibliography, No. 6. Los Angeles: California State College, Rehabilitation Counseling Program, 1969.

The sixth edition of an annotated bibliography covering literature from July 1968 through June 1969 relating to a variety of work experience programs for the handicapped.

609 Delgado College Rehabilitation Center, Vocational evaluation rating scales. New Orleans: Author, 1969.

A description and explanation of the ten parts of the vocational evaluation rating scale developed at Delgado College Rehabilitation Center. Items include general appearance, application of instructions, comprehension and retention, work trait components, safety consciousness, adjustment, vocational objective, vocational performance-quality, and vocational performance-quantity.

610 Hadley, R., & DiSanto, L. (Comps.), Work experience programs for the handicapped: An annotated bibliography, No. 7. Los Angeles: California State College, Rehabilitation Counseling Program, 1970.

Seventh issue in a series (formerly referred to as Workshops for the Handicapped). Materials covered in this issue are for the period July 1969 through June 1970 and pertain to work experience programs for the handicapped.

611 Pruitt, W., & Longfellow, R. (Eds.), A colloquy on work evaluation. Journal of Rehabilitation, 1970, 36(1).

The above issue is devoted exclusively to work evaluation with articles by Longfellow & Pruitt (Work Evaluation: The Medium and the Message); Sankovsky (Toward a Common Understanding of Vocational Evaluation); Roberts (Definitions, Objectives, and Goals in Work Evaluation); Hoffman (An Overview of Work Evaluation); Overs (Vocational Evaluation: Research and Implications); Spergel (Vocational Evaluation: Research and Implications for Maximizing Human Potential); Pruitt (Basic Assumptions Underlying Work Sample Theory); Neff (Vocational Assessment--Theory and Models); Rosenberg (The Professional in Vocational Evaluation); Leshner (The Relationship of Work Evaluation to Work Adjustment Training); Barton (Vocational Evaluation and Work Adjustment: Vocational Development Companions); Walker (A Future for Vocational Evaluation); Allison & Dunn (A Selected Bibliography on Work Evaluation).

614 Parnicky, J., & Kahn, H. (Eds.), Evaluating and developing vocational potential of institutionalized retarded adolescents. Bordentown, New Jersey: Edward R. Johnstone Training Center, 1963.

Reports a project which attempted to develop a predictive framework for retardates. A prevocational unit utilizing different kinds of work samples was included in the predictive battery. Other purposes of the study included developing a method to: provide a more valid approach to the selection of desirable candidates for vocational training; evaluate the contributions of group counseling to vocational progress; and provide a firmer base for future research on programs of habilitation for mentally retarded youth. (Research and Demonstration Grant 425)

615 Soloff, A., A therapeutic workshop for emotionally disturbed persons. In C. Obermann (Ed.), Proceedings of the 12th annual workshop of the Association of Rehabilitation Centers. Washington, D.C.: Association of Rehabilitation Centers, 1963.

A report of the Work Therapy Research Center, Chicago JVS, which was designed primarily for the mentally ill confined to state institutions. Its main purpose was to evaluate the efficacy of a rehabilitation program for such a population and to study the process of successful rehabilitation. Three groups were used in the study: referrals from a hospital and an out-of-hospital control group both in the therapeutic workshop; and a group which remained in the hospital and received no services from the workshop. Comparison criteria used were competitive employment and living in the community. Conclusions were reached on operating the program and chances of client success. Research implications for setting up effective control groups among the mentally ill are noted.

615A Bray, D., & Campbell, R., Selection of salesmen by means of an assessment center. Journal of Applied Psychology. 1968, 52(1), 36-41.

A study conducted to determine if an assessment center staffed by sales managers instructed in assessment techniques can provide valuable predictions in the selection of prospective salesmen. Study used predictors consisting of paper-and-pencil tests, interviews, and individual and group simulations of oral fact-finding and consulting cases.

616 Allison, K., & Dunn, D. (Eds.), Work evaluation: An annotated bibliography. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

An annotated bibliography on work evaluation literature covering the period from 1947 through 1969.

617 Atlanta Employment Evaluation and Service Center, The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, Vols. I & II, Interim report. Atlanta: Author, 1970.

The second year report on the progress to develop a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. Divided into two volumes, the first volume contains an analysis and discussion of the data with selected references to the data and is primarily for practitioners and the lay public. The second volume contains a complete set of tables for the 1970 report. (Research and Demonstration Grant 2988)

618 Bitter, J., Bias effect on validity and reliability of a rating scale. Measurement and Evaluation in Guidance, 1970, 3(2), 70-75.

A study to determine the effect of rater bias on predictive validity and rater reliability of the WARF (Work Adjustment Rating Form). Briefly describes types of rater bias encountered and describes the WARF (a scale used to measure work readiness). Presents hypotheses which were explored in the study and their results including summary tables.

619 Blake, G., A demonstration to determine the efficacy of providing rehabilitation services to the adult deaf in an ongoing, comprehensive rehabilitation facility for handicapped hearing persons, final report. Little Rock, Arkansas: Arkansas Rehabilitation Service, 1970.

Results of a study carried on at the Hot Springs Rehabilitation Center, the purpose of which was to determine the effectiveness, the feasibility, and the desirability of serving the adult deaf in a rehabilitation center for handicapped hearing persons. Methodology of the project is described and results are given in terms of recruitment and referral information, enrollment, services, follow-up, student affairs, costs, staffing, development of instruction materials, and inservice professional training. The project is evaluated and recommendations made for modification of services and staffing patterns in serving this particular group. (Research and Demonstration Grant 1932)

620 Button, W. (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Contains articles by Gellman (Adapting the Rehabilitation Workshop to the Needs of the Disadvantaged); Leshner (Workshops and the Disadvantaged); Lustig (The Use of the Sheltered Workshop for the Disadvantaged).

620A Leshner, S., Workshops and the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

A number of factors and issues are considered which offer perspective to workshops for planning and applying their services for the disadvantaged. 1) Disadvantaged vs. disabled--discusses the difference in role that workshop plays for the disadvantaged and the disabled. 2) The workshop as a rehabilitation method--contrasts the workshop as a medium for learning to training on the job. 3) The workshop and the disadvantaged--considers the light in which the disadvantaged view the workshop.

621 Lustig, P., The use of the sheltered workshop for the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Examines the use of sheltered workshop services for the disadvantaged. Provides a brief review of some current programs. Discusses problems of diagnosis and therapy including factors encountered in evaluating and treating individuals with vocational problems, plus reliability of evaluative tests, validity of evaluative techniques, and feasibility of techniques. Factors that contribute to vocational adjustment and placement are noted, such as abilities within the person that have to be developed or trained, attitudes of society toward potential worker, current economic need in the labor market, and attitude of each individual client.

622 Tseng, M., Client evaluation: Psychometric attributes and instructor's ratings as predictors of training outcomes in vocational rehabilitation. Monograph Series 5, Institute, West Virginia: Research and Training Center, 1970.

Purpose of the study was to determine the relationship of success or failure of vocational rehabilitation to psychological factors measured by tests, work behaviors and personal qualities, and test-taking behaviors. The population studied was a group of former clients of West Virginia Vocational Rehabilitation Center.

623 Allen, C., The Minnesota Importance Questionnaire. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 31-33.

A description of the Minnesota Importance Questionnaire (MIQ), developed at the University of Minnesota's Work Adjustment Project, which measures twenty vocationally relevant need dimensions such as achievement, security, and social status.

624 Nadolsky, J., Patterns of consistency among vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 13-25.

Report of a study conducted to determine the present scope of existing vocational evaluation process and to identify techniques and procedures considered basic to the field of vocational evaluation. The study attempted to determine background information on evaluators, actual use of techniques and procedures as viewed by the evaluators. Contains detailed discussion of findings of the study, and conclusions drawn from the findings.

625 Zellé, J., Eligibility determination studies: A future vista for work evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 7-9.

Discusses pending health and welfare legislation which will place greater demand on the quality and quantity of vocational evaluation services.

626 Thomas, K., The omnipotence of work samples: A closer look. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 10-12.

Expresses the necessity for vocational evaluators to maintain an effective balance between the use of work sample evaluation and psychological testing. Discusses need for further refinement and expansion of work samples.

627 Barton, E. (Ed.), Topical review, rev. of Baker, R., & Sawyer, H., Adjustment services in rehabilitation: Emphasis on human change (Auburn University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 26-30.

A review of Adjustment Services in Rehabilitation: Emphasis on Human Change by R. Baker and H. Sawyer.

628 Atlanta Employment Evaluation and Service Center, The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, final report. Atlanta: Author, 1971.

Primary thrust of the third year research at the Atlanta Employment Evaluation and Service Center was a follow-up study to determine effective evaluation techniques for the socially and culturally disadvantaged. Attempted to ascertain the optimum length of evaluation for specific categories of clients and to determine a minimal program to serve specific categories of clients. (Research and Demonstration Grant 2988)

630 Hoffman, P., Work evaluation: The child is growing up. Paper presented at Georgia Rehabilitation Association Annual Conference, Atlanta, December 1971.

The development and growth of work evaluation is presented, followed by a discussion of the advancements in techniques and tools that have taken place in the areas of work samples, situational assessment and job tryouts. Discusses the broadening of the scope of work evaluation to include clients with a variety of disabilities and in a variety of settings.

631 Jewish Vocational Service, Learning by doing, final report. Chicago: Author, 1971.

Report of a study conducted at the Chicago Jewish Vocational Service to test the effectiveness of employing hard-core clients as workshop aides to assist in their rehabilitation. (Research and Demonstration Grant 12-P-55188)

633 Barton, E., Jr., The rehabilitation workshop and the foreman's role. San Francisco: University of San Francisco, 1971.

Examines the workshop foreman's role in the rehabilitation facility, including purpose and nature of the workshop organization, basic purpose of rehabilitation workshops, implications for the foreman's role, the rehabilitation workshop foreman's role and its requirements, what the rehabilitation workshop foreman does on his job, and knowledge, skill, and personal attributes of an effective foreman.

634 Brandt, W., Singer/Graflex Vocational Evaluation System. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(4).

History and development of the Singer/Graflex Vocational Evaluation System is presented plus a short description of the hardware and information on norms.

635 Brolin, D., Appropriate use of rehabilitation facilities. Paper presented at the DVR Institute on Introduction to Vocational Rehabilitation Case Work, Waupun, Wisconsin, July 1971.

Presents a number of factors which a counselor should take into consideration in choosing an appropriate facility for client services including staff, facility, meaningful programs, level of supervision, working with the client's family, quality of reports, placement and follow-up, and inservice and pre-service programs. Also discusses the counselor's responsibility to the client and to the referring facility prior to client entry into a rehabilitation program.

636 Brolin, D., Challenges in evaluating the mentally retarded for rehabilitation. In J. Jaffe (Ed.), Challenges in vocational rehabilitation and mental retardation. Proceedings of the Vocational Rehabilitation Subdivision Meeting held at the American Association on Mental Deficiency Annual Meeting, Elwyn, Pennsylvania: Elwyn Institute, 1971.

Presents characteristics of mentally retarded clients and appropriate evaluation approaches. Describes evaluation program at the Central Wisconsin Colony and Training School, Madison, Wisconsin. Also discusses results of a follow-up study on the extent to which evaluation recommendations are followed by referring caseworkers and counselors.

637 Krishef, C., Performance of the borderline retarded, average and bright subjects on a repetitive work task. In J. Jaffe (Ed.), Challenges in vocational rehabilitation and mental retardation. Proceedings of the Vocational Rehabilitation Subdivision Meeting held at the American Association on Mental Deficiency Annual Meeting. Elwyn, Pennsylvania: Elwyn Institute, 1971.

Report of a study to determine difference in production between borderline, average, and bright subjects on a repetitive work task. The hypothesis tested was that borderline retarded young adults, matched by age and sex with intellectually average adults, would not display satistically significant differences in productivity level on a repetitious work task. Method, results and conclusions are included,

638 Brolin, D., & Wright, G., Implementing rehabilitation recommendations for the mentally retarded. American Journal of Mental Deficiency, 1971, 75(5), 586-592.

An investigation into the extent to which evaluators' recommendations were followed for a group of mentally retarded clients who had completed an evaluation. Recommendations were in the areas of social, medical, psychological, vocational, and educational.

639 Corlett, E., Salvendy, G., & Seymour, W., Selecting operators for fine manual tasks: A study of the O'Connor Finger Dexterity Test and the Purdue Pegboard. Occupational Psychology, 1971, 45, 57-65.

An investigation into the use of the O'Connor Finger Dexterity Test and the Purdue Pegboard for selection of workers for fine manual tasks. Two studies are described: the effects of practice on work performance and a study of the reliability of the two tests.

640 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh, Pennsylvania: University of Pittsburgh, 1971, 2(1).

A volume of abstracts (fourth in a series) from 1966 through 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to relevant articles.

641 Pacinelli, R., (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Contains a collection of papers presented at the International Conference on Research Utilization in Rehabilitation Facilities held in four cities, New York, Washington, Hot Springs, and Chicago. Articles relevant to evaluation included are: Gellman (Principles Guiding Vocational Evaluation); Tamminen (Vocational Assessment: Some General Remarks and a Review of Finnish Experiences); Gordon (A Medical View of Vocational Evaluation); Rosenberg (Job Evaluation Through the "TOWER" Work Sample Approach); Hume (Assessment and Objective Measurement of Work Capacity of the Severely Physically Disabled, Based on Predetermined Time Standards); Ross (Conceptual Model of a Professional Evaluator); Sink (Change--The Need for Vocational Evaluation); Dawis (A Theory of Work Adjustment); Sax (Materials Development Center: A National Resource for Materials on Work Evaluation and Work Adjustment).

642 Gellman, W., Principles guiding vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

A discussion of the principles, processes, and technics underlying vocational evaluation practice. Presents theoretical assumptions covering the work sector, the work personality, developmental aspects of work personality, work personality models, and vocational evaluation goals.

643 Tamminen, A., Vocational assessment: Some general remarks and a review of Finnish experiences. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Presentation of general trends and procedures of work assessment in Finland. Included are detailed diagrams of the procedure followed in the rehabilitation process. Describes work testing and the use of actual job samples in the country's work clinics.

644 Gordon, E., A medical view of vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discusses aspects of the clients' living and working situations which must be considered by the vocational evaluator such as physical barriers and environment, personality characteristics and emotional disorders, and the importance of the family milieu.

645 Rosenberg, B., Job evaluation through the "TOWER" work sample approach. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Resume of the development, use and validation of the TOWER approach to work evaluation. Also reports on follow-up studies of clients who were evaluated by TOWER and a study conducted with cerebral palsy clients using TOWER.

646 Hume, B., Assessment and objective measurement of work capacity of the severely physically disabled, based on predetermined time standards. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Description of a system to measure the ability of the disabled to perform work motions and to perform sequences of these motions. The Modular Arranged Predetermined Time Standards (MODAPTS) is based on predetermined time standards. Describes equipment to measure forearm movements, finger movements, wrist movements, "put" and "get" movements, eye use and decision making, pronation-supination, and palmar grasp and pincer grip.

647 Ross, D., Conceptual model of a professional evaluator. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discussion of specific areas of knowledge and skills needed by the vocational evaluator: understanding the role and meaning of work; knowledge of medical information, psychology, testing concepts, research skills, vocational information, philosophy of rehabilitation, interviewing skills, work adjustment programs; and information in supportive areas of work, e.g., wage and hour regulations, and report writing.

648 Sink, J., Change--the need for vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discussion of the changing philosophy of vocational evaluation. Indicates need for change and presents goals for vocational evaluation in the future.

649 Dawis, R., A theory of work adjustment. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

A review of the development of the Minnesota Studies Theory of Work Adjustment and its application to the rehabilitation process.

650 Sax, A., Materials Development Center: A national resource for materials on work evaluation and work adjustment. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Statement of the purpose of the Materials Development Center and its functions--the information service and research utilization and development.

651 Dunn, D., Comparison of the JEVS, Singer/Graflex, and TOWER work evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1971.

Compares the three work evaluation systems now available on the market in the areas of development, organization, process, administration, scoring and norms, observation, reporting, utility, training in the use of, and current status.

652 Dunn, D., Estimating the reliability of work samples. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(1).

Presents a step-by-step procedure which can be used by the evaluator to estimate the reliability of work sample scores and to determine if they are affected by learning or fatigue.

653 Dunn, D., Guide to the use of data, people, and things concept in work evaluation. Unpublished paper, Stout State University, 1971.

A guide to the use and an explanation of the data, people, things concept as related to work evaluation. Includes index to worker trait groups by the last three digits of the occupational code numbers.

654 Dunn, D., Separating learning from performance in work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(2).

A discussion of the necessity of separating client learning from client performance on work evaluation tasks, the purpose of which is to arrive at an accurate picture of the client's actual performance following the learning or teaching procedure.

655 Finch, C., & Impellitteri, J., The development of valid work performance measures. Journal of Industrial Teacher Education, 1971, 9(1), 36-49.

Relates guidelines for development of work performance measures. Objectives of work performance are examined along with strategies of the decision making process, types of work performance measures, validity of work performance measures, reliability of work performance measures, and measurement errors that affect the reliability work performance measure.

656 Fry, R. (Ed.), Work evaluation: An annotated bibliography, 1947-1970. Menomonie, Wisconsin: Stout State University, Department of Rehabilitation and Manpower Services, 1971.

Contains descriptive annotations of 4[illegible]3 articles, speeches, and publications related to work as a tool for evaluation with annotations listed by year of publication.

657 Fry, R., Genskow, J., & Sax, A. (Eds.), Proceedings of the Decatur seminar. Menomonie, Wisconsin: Stout State University, Department of Rehabilitation and Manpower Services, 1971.

An 80 page monograph which contains detailed descriptions of seven highly developed evaluation programs serving Illinois DVR. Preparation of this monograph followed a two-day seminar held at Decatur Evaluation Center in which evaluators of the seven facilities shared ideas on the theory and process of work evaluation.

658 Hoffman, P., History of the Vocational Evaluation and Work Adjustment Association. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 6-16.

A resume of the development of the VEWAA from its inception to the present. Includes brief history of the first professional organization of evaluators, The American Association of Work Evaluators (AAWE). Discusses work involved in and during preliminary stages of formation, first officers, purposes of the organization, types of memberships, and growth of the organization to its present status.

660 Vocational Evaluation and Work Adjustment Association, VEWAA code of ethics. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 25-28.

A code of ethics for Vocational Evaluation and Work Adjustment Association (VEWAA) members.

661 Barton, E. (Ed.), Topical review, rev. of Pruitt, W., Readings in work evaluation - I (Stout State University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 33-40.

A review of Readings in Work Evaluation - I by W. Pruitt.

662 Gannaway, T., & Caldwell, F., The Singer/Graflex vocational evaluation system. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 41-42.

A description of the Singer/Graflex Vocational Evaluation System including occupational areas covered and information on field testing.

663 McCandless, G., The group: A medium for growth. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 8-10.

A discussion of the value of sensitivity training for vocational evaluators. Indicates areas within the evaluation process where sensitivity training is beneficial to the evaluator such as information gathering, communication with the client, dissemination of client information to other team members, and development of a feasible vocational plan.

664 Jones, R., Vocational evaluation as activity counseling. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 11-15.

Presents argument for the inclusion of an increased level of counseling by vocational evaluators in the vocational evaluation process. Suggests that evaluator training programs should consider the therapeutic impact of the client-counselor relationship in addition to training for assessment of skill level.

665 Kleinschmidt, G., A comparison of psychological and psychomotor tests to determine the best predictor of vocational success. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 16-20.

Report of a study that was designed to develop a test predictor of success in a workshop setting for the mentally retarded. Study was conducted with 30 institutionalized patients of the Brainerd State Hospital whose IQ's ranged from 40 to 75. Tests used in the study were: Minnesota Rate of Manipulation Placing Test; Minnesota Rate of Manipulation Turning Test; GATB Finger Dexterity and Manual Dexterity; Weschler Adult Intelligence Scale (both total and performance scores). Results of study are presented in a concise table and a discussion of findings is presented.

666 Kuhlman, H., The Jewish Employment and Vocational Service Work Sample Battery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 25-27.

A history and description of the Philadelphia Jewish Employment and Vocational Service Work Sample Battery.

667 Barton, E. (Ed.), Topical review, rev. of Kimberly, J., et al., A conceptual framework for the analysis of work behavior in sheltered workshops (Cornell University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 21-24.

A review of A Conceptual Framework for the Analysis of Work Behavior in Sheltered Workshops.

668 Barton, E. (Ed.), Topical review, rev. of Button, W., Client behavior in sheltered workshops: Two case studies (Cornell University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 21-24.

A review of Client Behavior in Sheltered Workshops: Two Case Studies by W. Button.

669 Lustig, P., The future of vocational evaluation. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Discusses the current emphasis on the techniques of work evaluation. Purposes of evaluation are examined from the level of current status of the client, analysis of deficits, and reasons and causes for current status. Efficiency of the evaluation process and future trends are also discussed.

670 Nadolsky, J., Review of vocational evaluation theory. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Different purposes for work evaluation are discussed. Different evaluation points of view are examined: individual trait orientation, environmental setting orientation, and individual-environmental relationship orientation.

671 Rosenberg, B., The effectiveness of the TOWER System with the handicapped. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Describes the TOWER Work Sample System developed at the Institute for the Crippled and Disabled along with the processes of work evaluation, orientation, and prevocational evaluation. Places particular emphasis on evaluation of the stroke patient. Discusses the increased need for evaluation services as a result of the Family Assistance Plan. Stresses the use of the Dictionary of Occupational Titles (D.O.T.) in evaluating the physical demands of the job. Methods of improving evaluation process and follow-up procedures are suggested.

672 McHugh, P., New approaches in work sample utilization. New York: The Experimental Manpower Laboratory at Mobilization for Youth, 1971.

First section provides an overview of the work sample technique and includes evaluation of work samples, definition of a work sample, work sample development, work sample validity, and purchase information on existing work sample systems. The second section deals with the identification of potential applications for the work sample technique in secondary schools, employment selection and classification, work samples as training system modifiers, work samples as simulated training devices, work samples as data for initial design of training programs, as measures of achievement sampling of job required skills, and as a tool for the industrial engineer.

673 Means, B., Evaluation in the vocational rehabilitation setting viewed as a correlate of brave new world. Rehabilitation Research and Practice Review, 1971, 3(1), 17-19.

Evaluator's chief function is to help free the individual client through evaluation so that he may have a free choice to fail or succeed as opposed to having the evaluator make the decision for the client.

674 Nadolsky, J., Development of a model for vocational evaluation of the disadvantaged, interim report. Auburn, Alabama: Auburn University, Department of Vocational and Adult Education, 1971.

Interim report of a study conducted to develop a model program for vocational evaluation of the disadvantaged. Information was obtained from evaluators who reported on the practices they employed in rehabilitation and manpower oriented evaluation programs. Contains following chapters: introduction to the study, methods and procedures used, results of the study and discussion of results, model development including nature of models and development of a model for vocational evaluation of the disadvantaged, and summary, conclusions and implications of the study.

675 Nadolsky, J., Vocational evaluation theory in perspective. Rehabilitation Literature, 1971, 32(8), 226-231.

Presents three basic points of view that provide the current theoretical basis for vocational evaluation: individual trait orientation, environmental setting orientation, and individual-environmental relationship orientation. Seven basic assumptions are provided for each of the three points of view and their advantages and limitations noted.

676 Nolan, N., Atlanta Employment Evaluation and Service Center. Rehabilitation Record, 1971, 12(1), 16-19.

An overview of the Atlanta Employment Evaluation and Service Center. Describes the complete community of social and rehabilitation agencies housed under one roof in a depressed economic area of Atlanta. The center is designed to serve the client with a team approach consisting of counselor, social worker and evaluator. Clients come from hardcore poor area and are culturally deprived and underpriviledged.

677 Oswalt, J., & Parker, M., VR viewed by an industrial engineer. Journal of Rehabilitation, 1971, 37(2), 17-19.

Describes different aspects of a sheltered workshop operation where an industrial engineer can be of service. Areas of particular importance discussed are: contract procurement, contract fulfillment with modification of techniques and architectural barriers, tool design, and standards and controls on quality of production.

678 O'Toole, R., & Mather, R., Work experience: Transition from school to employment for mentally retarded youth. Cleveland: Vocational Guidance and Rehabilitation Services, 1971.

Report of a project to demonstrate how the use of vocational rehabilitation techniques, notably work evaluation and work adjustment, can be used effectively in a cooperative effort between a public school system, public rehabilitation agency, and voluntary rehabilitation center to train mentally retarded students for employment. Describes the setting at the Vocational Guidance and Rehabilitation Services for the Work Experience Program, the services provided by VGRS (work evaluation, psychological and vocational testing, and work adjustment training), the objectives and goals of the program, and the results of the work experience program. (Research and Demonstration Grant 2058)

679 Rusalem, H., Baxt, R., & Miller, A., Vocational rehabilitation of the mentally retarded adult: Report of a demonstration project featuring an inter-generational relationship. New York: Federation Employment and Guidance Service, 1971.

The report of a study of the rehabilitation needs of mentally retarded adults. Incorporated into the rehabilitation was the use of non-mentally retarded handicapped older persons as "buddies" to the mentally retarded clients (inter-generational relationship). Contents of the study are covered in the following areas: statement of the problem; rationale, design, and purpose of the demonstration project; the FEGS rehabilitation program for adult retardates; client characteristics; project outcomes; and conclusions and recommendations of the project. Statistical tables of client characteristics information are included in the appendixes along with samples of forms used. (Research and Demonstration Grant 2346)

680 Sankovsky, R., Rehabilitation counselor training programs and the vocational assessment process. Rehabilitation Counseling Bulletin, 1971, 14(3), 153-157.

An investigation designed to determine the extent of training and experience provided by rehabilitation counselor training programs which would aid in the preparation of vocational evaluators. The study was conducted using the questionnaire method among sixty-two rehabilitation counselor training programs. An analysis of the results and a discussion of their implications is included.

681 Smith, F., A rehabilitation counselor's model for work evaluation reports. Journal of Applied Rehabilitation Counseling, 1971, 2(4), 191-193.

Examines current problems of the work evaluation report from a counselor's point of view. Described is a model report including three basic sections: disability and limitations, client assets, and alternative vocational plans and reasons for their inclusion in an evaluation report.

682 Tillman, E., The learning curve in work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(5).

Defines a learning curve and discusses the need for repeated trials on evaluation tasks in order to establish this curve. Presents an example which may be used as a guideline in plotting a learning curve.

683 Wilson, E., The use of psychological tests in diagnosing the vocational potential of visually handicapped persons who enter supportive and unskilled occupations. The New Outlook for the Blind, 1971, 79-87.

A discussion of the use of five types of psychological tests for diagnosing the vocational potential of visually handicapped persons. Tests described include those of spatial and mechanical abilities, intelligence, perceptual accuracy, motor abilities, and personality.

688 Brown, L., et al., Increasing individual and assembly line production rates of retarded students. Training School Bulletin, 1971, 67, 206-213.

A demonstartion involving six trainable level students whose work arrangements and reinforcements on an envelope stuffing assignment were manipulated to determine the ability to increase productivity on both an individual and assembly line basis. Verbal and tangible reinforcements were used independently and in combination. Results and implications for future use are discussed.

689 Brown, L., et al., Effects of consequences on production rates of trainable retarded and severely emotionally disturbed students in a public school workshop. Unpublished paper, University of Wisconsin, 1971.

Report of a public school prevocational demonstration project designed to increase the collating production rates of trainable retarded and severely emotionally disturbed students to a competitive production level. Charts were used as visual reinforcers to increase production. Results and a discussion of each client's performance are presented in detail.

690 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Expanding the joint use of evaluation facilities by disability determination units and vocational rehabilitation. Seventh Institute on Rehabilitation Services, Washington, D.C.: Author, 1969.

Study report of procedures for expanding the use of evaluation facilities to meet the needs of both social security disability determination units and vocational rehabilitation agencies. Subjects include policy and practice in use of evaluation facilities by disability determination units and vocational rehabilitation agencies, samples of evaluation reports from facilities and important aspects to be considered in the evaluation of social security disability claimants. (SRS Publication No. 72-25014)

691 Hoffman, P., Work evaluation: Some thoughts and comments. Speech presented at the Texas Division of Vocational Rehabilitation, Houston, Texas, February 1969.

Points out value and increased use of work evaluation in the state-federal program of vocational rehabilitation services. Discusses the following areas: problem of lack of common definitions; distinction between work evaluation and work adjustment; problem of lack of knowledge by some professionals of the work evaluation process; significance of work evaluation's face validity; lack of trained evaluation personnel; proper orientation of client to work evaluation; opportunities through the technical assistance act; need for proper standards; and level of payment for evaluation and work adjustment services.

692 Stephens, T., & Snyder, L., Using behavioral approaches with delinquent youth and implications for vocational assessment: A selected review. Pittsburgh: University of Pittsburgh, School of Education, 1970.

A review of reinforcement theory as a basis for the rehabilitation of delinquent youth. Three approaches are presented and discussed: operant conditioning, contingency management, and social modeling. Discussion and review of related literature is included. (Social and Rehabilitation Service Grant RT-14)

693 Endres, J., et al., Road to new horizons: Adjustment training. Gracewood, Georgia: Gracewood State School and Hospital, Office of Rehabilitation Services, 1971.

A manual designed as a program guide for teaching in the areas of personal adjustment, social adjustment, work adjustment, and preparation for community living. Curriculum is directed to the level of the educable mentally retarded client. Sub-topics include self-evaluation, personal health and hygiene, personal appearance and grooming, establishing basic etiquette, social relationships, use of leisure time, vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Each individual teaching unit contains lesson plans, teaching materials, and measures for evaluating the effectiveness of the unit.

694 Allen, C., & Sax, A., Norms and performance standards for work sample scores. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

Compares advantages and limitations of several types of work sample norms including client norms and general population and industrial norms. The work measurement techniques of predetermined motion time system and stopwatch time study are discussed along with their application to work samples.

695 Anderson, W., & Cox, W., Intelligence and work adjustment in a NYC population. Journal of Employment Counseling, 1972, 9(3), 126-129.

Report of a study to determine the usefulness of an intelligence test (Wonderlic) for predicting the work adjustment of a group of disadvantaged youth.

696 Dunn, D., Validating work evaluation procedures. Paper presented at Short-Term Training Program, University of Wisconsin - Stout, Menomonie, Wisconsin, 1971.

Describes techniques for validating work evaluation procedures including work samples and situational assessment. Defines and discusses content validity, construct validity, incremental validity, criterion related validity, concurrent validity, and predictive validity.

697 Arkin, R., Smith, R., & Uslan, S., How to maintain a social reinforcement program. Los Angeles: Mentec Corporation, 1972.

A manual designed to present methodology for maintaining a social reinforcement system for the purpose of shaping job behaviors. Areas covered include: monitoring and evaluation of the performance of workers in the social reinforcement system and developing the information into a feedback system; maintaining and improving the feedback system; and incorporating it into industrial situations. (Manpower Administration Contract No. 82-05-70-05)

698 Backer, T., Methods of assessing the disadvantaged in manpower programs: A review and analysis. Log Angeles: Human Interaction Research Institute, 1972.

Reviews and analyzes means of assessing skills, abilities, interests, and work habits of the disadvantaged, such as paper and pencil tests, projective techniques, vocational evaluation, commercially available work sample systems (Singer/Graflex Vocational Evaluation System, TOWER System, and Philadelphia JVS Work Sample Battery), interviews, etc. Advantages and disadvantages of each method are discussed. (Manpower Administration Grant No. 92-06-72-07)

699 Baker, F., Determining the goals and techniques of adjustment services. Rehabilitation Counseling Bulletin, 1972, 16, 29-40.

Determination of adjustment goals are examined in regard to medical, economic, educational, social, psychological, and vocational areas. Six general techniques of adjustment services - individual counseling, group counseling, work experience setting, behavior modification, attitude therapy, and individual and classroom instruction - are defined with merits, objectives, and problems of each identified.

700 Barad, C., Evaluating vocational evaluation. Journal of Rehabilitation, 1972, 38(3), 36-40.

A discussion of the need for evaluation of vocational evaluation in regard to its worth as part of the vocational rehabilitation process. Need for controlled, descriptive validation and evaluative research utilizing survey, correlational, and experimental strategies is presented.

701 Cull, J., & Colvin, C., Dilemma diagnosed. Journal of Rehabilitation, 1972, 38(3), 28-29, 42.

Examines the relationship between vocational rehabilitation facilities and the state DVR agency and methods for improving the quality of facility services in order to strengthen the partnership and cooperation between the two agencies. Discusses the quality and staffing of evaluation and work adjustment programs and emphasizes the need for workshop services to be oriented to realistic competitive employment.

702 Daniels, L., An experimental edition of a rating scale of vocational adjustment for the mentally retarded. Training School Bulletin, 1972, 69(2), 92-98.

Presentation of a vocational adjustment rating scale comprised of 127 traits to determine employability or employability potential of the mentally retarded. The traits are keyed as being positive or negative and directly or indirectly related to work adjustment. Scale designed to be used in occupational training centers, sheltered workshops, or rehabilitation centers.

703 Denholm, D., & Baker, R., Client evaluation and physiological measurement. Rehabilitation Literature, 1972, 33(6), 170-173, 179.

A discussion of the need for quantitative evaluation of physical tolerance and endurance in determining client potential. Two methods of measuring - oxygen consumption and heart rate measurement - are discussed as they relate to evaluation.

704 Domino, G., & McGarty, M., Personal and work adjustment of young retarded women. American Journal of Mental Deficiency, 1972, 77(3), 314-321.

Report of a study to investigate correlation of personal adjustment and work adjustment in mentally retarded young adults. Contains a description of the instruments used; Sonoma Check List to rate personal adjustment, and WARF (Work Adjustment Rating Form) to measure work adjustment.

705 Fry, R. (Ed.), Work adjustment: An annotated bibliography, 1953-1971. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

Contains descriptive annotations of 161 articles, speeches, and other publications related to the process of work adjustment. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

706 Fry, R. (Ed.), Work evaluation: An annotated bibliography, 1947-1970, 1971 Supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

First annual supplement contains descriptive annotations to 89 articles, speeches, and other publications related to work as a tool for evaluation. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

707 Gelfand, B., The work evaluation setting as a student learning laboratory. Rehabilitation Literature, 1972, 33(2), 40-43, 52.

The value of the work evaluation setting as effective laboratory for teaching technics and concepts to students engaged in training for the counseling and rehabilitation professions is discussed. A definition of the work evaluation process is offered and the advantages of the laboratory as a test of functional ego qualities are noted.

708 Gold, M., Stimulus factors in skill training of retarded adolescents on a complex assembly task: Acquisition, transfer, and retention. American Journal of Mental Deficiency, 1972, 76(5), 517-526.

Results of a study conducted to develop a structure and methodology for studying the application of stimulus control procedures to the acquisition of complex work tasks. The participants of the study were retarded adolescents who did not have severe sensorial or physical handicaps and who had IQ's of 60 or below. A 15- and a 24-part bicycle brake assembly were used with the groups. One assembly was by form only and one was by color-form assembly. Discusses the implications of the study as they pertain to possible uses for training purposes.

709 Hansen, C., Work adjustment in the sheltered workshop. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 12-19.

Critical areas of personnel and operation in the development of a work adjustment program are examined. Also covers importance of proper reporting and includes an example of a work adjustment curriculum outline.

710 Hoffman, P., Stanford, C., & Wesolek, J., Motivating reluctant learners through vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 27-32.

Description of a program in which non-motivated high school age students (reluctant learners) were placed in a two-week vocational evaluation program. Effects of the work evaluation-work exploration program are discussed in relation to changes in attitudes, school work assignments, appearance, and relationships with teachers and employers.

711 Nadolsky, J., The unreality of real work (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 6-8.

Presents advantages and disadvantages of real work (e.g., sub-contracts) in sheltered workshops. Emphasizes the need to keep such work experiences in line with client interests, abilities, and needs rather than production.

712 Thomas, K., The affective meaning of work to the physically disabled. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 20-26.

Report of a study designed to provide descriptive information on the relationships between selected demographic characteristics of the physically disabled and their effective perceptions of work. Semantic differential scales were used on five variables - age, education, intelligence, years of work experience, and age at disability onset. How these variables affect the disabled person's views of work are discussed.

713 Tomko, M., Coming changes in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 9-11.

A discussion of changing trends in employment, i.e., shorter work week, more automation, etc., and how this will make it necessary for vocational evaluators to broaden their scope to evaluate for non-work activities as work related activities.

714 Allen, C., The Kenosha Achievement Center's behavioral objectives approach to facility services. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 39-42.

Description of a manual based upon a behavioral objectives approach to client services at Kenosha, Wisconsin. Revised manual format is briefly described including the three major divisions of the manual.

715 Barton, E. (Ed.), Adjustment services for clients with mental health problems: A community-based enterprise, rev. of Lamb, H., et al., Rehabilitation in community mental health (Jossey-Bass, Inc.). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 33-38.

Review of a book, Rehabilitation in Community Mental Health, by H. Lamb, et al., which provides insights and information on community-based approaches and resources for rehabilitation of the mentally ill.

717 Barton, E. (Ed.), The assessment of rehabilitation client feasibility, rev. of Hammond, C., Wright, G., & Butler, A., Caseload feasibility in an expanded vocational rehabilitation program, and Bolton, B., Butler, A., & Wright, G., Clinical versus statistical prediction of client feasibility (University of Wisconsin - Madison). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 26-34.

Review of two studies conducted by the RRRI at Madison regarding the assessment of rehabilitation client feasibility. The publications reviewed are: Caseload Feasibility in an Expanded Vocational Rehabilitation Program by Hammond, Wright, & Butler; and Clinical Versus Statistical Prediction of Client Feasibility by Bolton, Butler, & Wright.

718 Daughtrey, W., Jr., Vocational evaluation: Some fundamental propositions. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 12-17.

Defines vocational evaluation and presents three proposals with discussion of their relation to the definition: (a) significance of individual differences, (b) significance of occupational information, (c) significance of matching client to job. Presents a model of the steps in the vocational evaluation process.

719 Hoffman, P., Some comments on vocational evaluation as activity counseling. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 22-25.

A rebuttal to the article, "Vocational Evaluation as Activity Counseling" by R. Jones (VEWAA Bulletin, March 1971). In rebuttal Hoffman cites specific references describing the broad spectrum of training and experience to which evaluators are exposed in evaluation training programs. Emphasizes that in training and actual practice, a distinction exists between activity counseling and vocational evaluation.

720 Nadolsky, J., Titles and their implications (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 5-7.

Discusses the need for agreement upon and standardization of the terminology in vocational evaluation and work adjustment in order to avoid confusion and maintain consistency among professionals.

721 Otto, N., The Job Seeking Skills Package. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 35-37.

A description of the Minneapolis Rehabilitation Center's Job Seeking Skills Package which is designed as a systematic approach to teach groups of job applicants how to get jobs independently. Information regarding content and necessary training for administration is included.

722 Rosenberg, B., The use of work samples for the cerebral palsied. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 18-21.

Description of a clerical and industrial work sample program at Institute for the Crippled and Disabled designed to meet the special evaluation needs of the cerebral palsied. Lists five major areas for which work samples were developed: manual dexterity, clerical ability, basic hand tool evaluation, basic vocational equipment, and academic skills. Discusses employability of the cerebral palsied and makes vocationally oriented recommendations.

723 Rice, B., Prescriptive vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 8-11.

Emphasizes the need for vocational evaluators to prescribe specific procedures, methods, and programs to other rehabilitation personnel who will be responsible for services following client evaluation. Describes vocational evaluator's role as having two parts, diagnosis and prescription.

724 Barton, E. (Ed.), The nature of the vocational evaluation process, rev. of Nadolsky, J., Development of a model for vocational evaluation of the disadvantaged, interim report (Auburn University). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 28-35.

Review of publication by J. Nadolsky, Development of a Model for Vocational Evaluation of the Disadvantaged.

725 Burge, W., The counselor-evaluator relationship: Its nature and effects. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 16-20.

The roles and relationship of the evaluator and counselor are examined in regard to the provision of more effective services. Use and misuse of evaluation reports are also discussed.

726 Gannaway, T., Occupational exploration: A neglected element in the vocational evaluation process. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(2), 7-10.

The importance of vocational exploration as part of the total vocational evaluation process is discussed. Defines vocational exploration and describes various approaches to the vocational exploration process as carried out by school guidance, manpower, and rehabilitation programs.

727 Hizer, D., The use of milieu rehabilitation in the adjustment training of the socio-culturally disadvantaged. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(2), 11-15.

Milieu rehabilitation as used with the socio-culturally disadvantaged is defined and the procedure within a rehabilitation facility described. Important aspects of the program are normalization of behavior, positive growth, a development of group spirit, and group and individual counseling. Possibilities for use of these techniques with other populations are noted.

728 Keyte, G., The role of the vocational evaluator (President's Message). *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(2), 2-3.

Discussion of the need for additional trained vocational evaluators and further research in evaluation methods and techniques to meet increasing demands within the field.

729 Nadolsky, J., Differential purposes of evaluation (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(2), 4-6.

Discussion and comparison of vocational evaluation and accountability evaluation as they pertain to the overall field of vocational rehabilitation.

730 Thomas, S., Development and use of a statewide vocational training services chart. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(2), 21-27.

Discusses the need for evaluators to have up-to-date information on job training opportunities available for clients. Presents models of two training service charts and step-by-step procedures for developing these charts.

731 Barton, E. (Ed.), Teaching the basic steps in the behavior change process to work adjustment personnel, rev. of Mink, O., *The behavior change process* (West Virginia University). *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 28-32.

A topical review of the behavior modification manual, *The Behavior Change Process*, by O. Mink which is written in programmed instruction format and is applicable to work adjustment within a workshop situation.

732 Lane, T., The initial interview in vocational evaluation: Some practical considerations. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 14-19.

Presentation of the factors to be considered in the vocational evaluation initial interview including the scheduling, setting, establishment of rapport, and content to be covered. Also discusses the content of the evaluation process.

733 Thurgood, K., & Peterson, R., A standardized approach to rating work samples. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 33-38

Description of a work sample rating scale developed to evaluate work samples and their manuals in the areas of normative data, time, cost, safety equipment and tools. Examples of response sheets included.

734 Rice, B., Considerations for improved counselor-evaluator relationships. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 24-27.

Stresses the need for improvement in the relationship between counselor and evaluator in order to provide better client services. Lists areas for improvement as: empathy, warmth, communication, client concern, and client involvement in the course of evaluation process.

735 McFarlane, F., Behavioral assessment: A structured approach. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 20-23.

Describes the Longfellow-McFarlane Work Assessment Form (LMWAF) and five major assessment areas including work skills, personal-social adjustment, emotional maturity, work habits, and motivation.

736 Nadolsky, J., Psychometric tests, norms, and social change. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 5-8.

The need for evaluation personnel to consider the effects a changing society has upon the validity of psychometric tests and their norms is emphasized.

738 Smolkin, C., An important variable in vocational evaluation and work adjustment: Flexibility. *Vocational Evaluation and Work Adjustment Bulletin*, 1972, 5(4), 2-4.

Discussion of the need for flexibility within the areas of work evaluation and work adjustment. An example of how flexibility was necessitated for one client is used to point out the necessity of flexibility during evaluation and adjustment periods.

739 Browning, P., *The work adjustment of the mentally retarded: A frame of reference for practice and research.* Eugene, Oregon: University of Oregon, Department of Special Education, 1972.

Discusses the state of theory as it relates to the work adjustment of the mentally retarded. An actual theory of work adjustment (Minnesota Theory of Work Adjustment) is presented along with implications of this theory as a framework for the practitioner and research worker. (Social and Rehabilitation Service Grant RT-16)

740 Osborn, W., Boycan, G., & Haggard, D., *Development of a program of instruction for WIN employability orientation.* Alexandria, Virginia: Human Resources Research Organization, 1972.

Final report of a Department of Labor sponsored project in which the goal was to produce specific guidelines and instruction for use by WIN project staff in developing and conducting an orientation program to prepare the unemployed and unemployable for job entry. A model program is described which includes curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating individual trainee needs. Instructional areas covered in the orientation program are: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessing, job performance, employee relations, and company and union policies. A study of the effectiveness of a self-vocational assessment project is also reported upon. (See also *Instructional Program for Employability Orientation* - a product of this research.) (Manpower Administration Contract 51-49-70-06)

741 Goodwill Industries, Milwaukee Area, Inc., *Rehabilitation services offered by Goodwill Industries, Milwaukee Area, Inc.* Milwaukee: Author, 1972.

A manual of the services and training offered by Milwaukee Goodwill Industries. Descriptions of training areas include clerical, electrical, maintenance and custodial, general mechanics, furniture, graphic arts, cafeteria, and laundry and dry cleaning. The center also provides continuing and remedial education services in cooperation with the Milwaukee public school system. Other services described briefly in conjunction with the training program are: personal adjustment, counseling, remedial and continuing education, occupational and physical therapy, medical supervision, and recreational and developmental activities.

742 Orr, B., *Work sample evaluation development project*. Philadelphia: Jewish Employment and Vocational Service, 1972.

Final report of a project to assist manpower agencies in developing work sample evaluation programs. Areas of the program covered are: an introduction to the concepts of the program; operation of the program including orientation, training of personnel, and future plans; follow-up technical assistance visits; and description of hardware of the work sample battery. (Manpower Administration Grant 82-40-69-36)

743 Plax, K. (Ed.), An evaluation of the Philadelphia JEVS Work Sample Battery. *Research Bulletin*, St. Louis Jewish Employment and Vocational Service, August, 1972.

A presentation of the St. Louis JEVS Research Department's views of the strengths and weaknesses of the Philadelphia JEVS Work Sample Battery. Discussion includes the battery's level of effectiveness in discriminating employables from unemployables, lack of industrial norms, and administration procedures.

744 Plax, K. (Ed.), Work samples: Panacea or Pandora's box? *Research Bulletin*, St. Louis Jewish Employment and Vocational Service, August, 1972.

Views by the staff of the St. Louis JEVS Research Department on the merits and weaknesses of work samples as evaluation tools.

745 Plax, K. (Ed.), The future of work sampling. *Research Bulletin*, St. Louis Jewish Employment and Vocational Service, August, 1972.

A brief article stressing: need for continued communication between individuals and agencies developing work samples, need for validation of work sample norms, establishment of an industrial basis for standards used in samples, refinement of administration and scoring procedures, and broader scope of jobs included in the job samples.

746 Trybus, R., & Lacks, P., Modification of vocational behavior in a community agency for mentally retarded adolescents. *Rehabilitation Literature*, 1972, *33*(9), 258-266.

Report of a study conducted by the Behavioral Training Unit (BTU) of St. Louis JEVS to determine the applicability of operant methods to the vocationally related behaviors of non-institutionalized, homebound adolescent retardates who presented behavioral problems that prevented their entrance into or continuation in community service agencies for the retarded. Describes some of the clients served, the training unit staff, and a detailed presentation of the procedures used in the study.

747 Timmerman, W., Let's look at SSDI work evaluations. *Journal of Rehabilitation*, 1972, *38*(2), 36-37.

A discussion of the special problems and considerations in the evaluation of SSDI (Social Security Disability Insurance) clients. Emphasizes clear and purposeful evaluation, lucid reporting, and an individualized evaluation program approach for each client.

748 Smith, R., Swack, S., & Uslan, S., *Job/behavioral analysis manual*. Los Angeles: Mentec Corporation, 1972.

A manual designed to aid supervisors in job training, particularly with the hardcore disadvantaged. Emphasis is upon job analysis as a means of matching trainee to the proper job, and job restructuring as a method by which low level, limited opportunity jobs can be resturctured to provide additional responsibility and allow for further advancement. (Manpower Administration Contract 82-05-70-05)

749 Small, J., Work rehabilitation: An overview. American Archives of Rehabilitation Therapy, 1972, 20(3), 85-90.

A review of the work rehabilitation movement from its inception to the present and its goals. Describes the following techniques for assessing work potential: psychometric testing, job analysis, work sample, and situational method.

750 Schroeder, S., Automated transduction of sheltered workshop behaviors. Journal of Applied Behavior Analysis, 1972, 5(4), 523-525.

Describes methods of applying transducers (measuring devices) to pliers, nutdriver, soldering iron, soldering gun, sorting bins, and assembly procedures as means of measuring amount of tool usage. Correlations with actual work unit output included.

751 Schroeder, S., Parametric effects of reinforcement frequency, amount of reinforcement, and required response force on sheltered workshop behavior. Journal of Applied Behavior Analysis, 1972, 5(4), 431-441.

Discussion of three experiments regarding reinforcement techniques: 1) determination of whether reinforcement with short chains of response was more or less effective than reinforcement with long chains to increase work output; 2) varying ratio reinforcement and required response force to determine whether the different response patterns of clients in the first experiment would be related; and 3) varying the amount of reinforcement while maintaining the frequency of reinforcement. Methods, procedures, and discussion of the results and relationship of each study to the other are presented.

752 Nickoloff, E., Training in diagnostics and evaluation for the specialist in deafness rehabilitation. Journal of Rehabilitation of the Deaf, 1972, 6(2), 98-100.

Discussion of the necessity of counselor and evaluator cooperation for optimal rehabilitation of the deaf client. Warns of the danger of stereotyping deaf clients in evaluation and emphasizes an individualized approach.

753 Lewis, H., The prediction of occupational success and proficiency. Journal of Employment Counseling, 1972, 9(4), 167-174.

Report of a study in which teacher assigned grades, California Test of Mental Maturity scores, GATB scores, and Employee Rating Scale scores were obtained on a group of high school age students to determine the level at which standardized test data and grades predicted occupational success and proficiency.

754 Niziol, U., & DeBlassie, R., Work adjustment and the educable mentally retarded adolescent. Journal of Employment Counseling, 1972, 9(4), 158-166.

A review of the studies which have attempted to measure vocational adjustment of educable mentally retarded adolescents. Two major areas - identification of work adjustment problems, and instruments used to determine job success - are covered with research related to each area discussed.

755 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Vocational evaluation and work adjustment services in vocational rehabilitation. Tenth Institute on Rehabilitation Services, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

A guide for rehabilitation counselors in making appropriate selection and use of vocational evaluation and work adjustment programs. Subjects covered include definitions and descriptions of vocational evaluation and work adjustment processes, reporting on client progress, personnel qualifications in the facility, mutual responsibilities between the DVR counselor and facility personnel, cost considerations in purchasing evaluation and work adjustment services, and checklists which can be used when assessing and reviewing a facility's evaluation and work adjustment services.

756 Campion, J., Work sampling for personnel selection. Journal of Applied Psychology, 1972, 56(1), 40-44.

Supports use of work samples for personnel selection and prediction of future work behavior. Discusses the advantages of work samples over traditional methods (psychological testing) in prediction of success for job of maintenance mechanic.

757 Brolin, D., Value of rehabilitation services and correlates of vocational success with the mentally retarded. American Journal of Mental Deficiency, 1972, 76(6), 644-651.

Investigation conducted to determine: a) if mentally retarded persons who received "adequate" rehabilitation services after diagnostic evaluation actually attained a more favorable outcome than those who received "inadequate" services, and b) what variables are significantly related to attaining vocational potential. Two measures were used to evaluate client potential, the Client Evaluation Form developed at the Central Wisconsin Colony and Training School, and the MacDonald Vocational Capacity Scale.

758 Tseng, M., Predicting vocational rehabilitation dropouts from psychometric attributes and work behaviors. Rehabilitation Counseling Bulletin, 1972, 15(3), 154-159.

Describes a study in which the purpose was to examine a number of client attributes and work behaviors as determinants of vocational rehabilitation outcomes. Psychometric attributes measured by tests included aptitudes, brain damage, achievement level, and occupational interest. Work behaviors as rated by an instructor included attitude, cooperation, ability to work with others, reliability, initiative, motivation, punctuality, appearance, courtesy, self-reliance, and work tolerance. Instruments used in this study included the Wechsler Adult Intelligence Scale (WAIS), Revised Beta Examination (RBE), Bender Visual Motor Gestalt Test (BVMGT), Memory-for-Design Test (MFDT), Wide Range Achievement Test (WRAT), Occupational Interest Inventory (OII), Picture Interest Inventory (PII), and an instructor's rating scale (IR). Results and discussion of the study are included.

759 Sawyer, H., Adjustment: A systems approach. Journal of Rehabilitation, 1972, 38(4), 33-36.

Applications of systems approach technology to the process of adjustment services in the rehabilitation facility. Included is the establishment of outcome goals as behavioral objectives, the necessity of feedback, client-counselor involvement in the plan, and evaluation of outcomes. A flow chart is presented and each step is discussed as it relates to the overall systems approach.

760 Pruitt, W., Development and utilization of behavior rating scales. Informational Bulletin, University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, 1972, 4(1).

Presents quidelines for evaluating behavior rating scales and the types of errors that can be made in the use of such scales. Areas to be considered are: precision and reliability, relevance, validity, length of scale and time required to administer, training time, and rater credibility. Errors fall into the areas of: sampling, response set and/or rater bias, ambiguous items, interpretation, validity criteria, and untrained raters.

761 Nadolsky, J., The effective use of vocational evaluation in rehabilitation. Journal of Rehabilitation Counseling, 1972, 3(1), 10-18.

Discusses the distinguishing characteristics of evaluation facilities (medical, vocational, etc.). Emphasizes the need for referral agents to understand differences in orientation in order to select the most appropriate facility for client evaluation.

762 Zellé, J., The physician as a vocational evaluator and advisor. Industrial Medicine, 1972, 41(1), 20-21.

The psycho-social and vocational aspects of medicine faced by the industrial physician are: directing patients who have had minor surgery or short term illness, dealing with legal or indemnity and health factors on the job, regulating medications which may affect job performance, helping make decisions regarding possible change of jobs or retirement from work. Clinical methodology at the physician's disposal includes controlled testing, consultation, and referral. In order to be more effective in his role, it is stressed that the physician must work in a multidisciplinary capacity with other members of the rehabilitation staff.

763 Gwilliam, R., & Nielsen, V., Preliminary assessment of the goals and procedures of an experimental vocational evaluation service. Salt Lake City: University of Utah, 1972.

Report of a study conducted at Rehabilitation Work Evaluation Work Adjustment Service (RWEWA) agency of Salt Lake Skill Center. The study was to determine the effectiveness of the evaluation services offered by RWEWA. The publication is divided into three major parts: I. Summary, conclusions and recommendations, including environmental and contextual considerations, input and process considerations; II. Evaluation and discussion of study findings; III. Effectiveness of study and how to improve effectiveness. Appendices include client data; taxonomy of goals and expectations for work evaluation services; and instruments used and analysis of data from study.

764 Brown, L., et al., The development of quality, quantity and durability in the work performance of retarded students in a public school prevocational workshop. Training School Bulletin. 1972, 69(2), 58-69.

Describes a public school pre-vocational demonstration program in which the goal was to develop optimum quality, quantity and durability of work attributes by assembling packets of index cards.

765 Osborn, W., et al., An instructional program for employability orientation. Alexandria, Virginia: Human Resources Research Organization, 1972.

An instructional manual which is the product of the DOL research project entitled Development of a Program of Instruction for WIN Employability Orientation. (Manpower Administration Contract No. 51-49-70-06) The objective of the original study was to develop and provide a program instruction model for WIN projects staff for orientation of the unemployed and unemployable to the world of work and to provide a training curriculum for socio-economic adaptation and general employability skills (as opposed to specific job skills). Instructional units, with objectives to be met for each unit, are presented in curriculum outline form in the following areas: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessment, job performance, employee relations, and company and union policies. (Manpower Administration Contract 51-49-70-06)

766 Van Allen, R., & Loeber, R., Work assessment of psychiatric patients: A critical review of published scales. Canadian Journal of Behavioral Science/Rev. Canada. Sci. Comp., 1972, 4(2), 101-115.

Seven scales are reviewed which are designed to rate patients' work attitudes and readiness. The scales are: Wolfe Scale; Clarke Scale; Ravensborg Scale; Ethridge Scale; Distefano & Pryer Scale; Cheadle Scale; Burger Scale. Characteristics of each scale are discussed and presented in table form for comparison.

767 Tillman, K., Predicting job readiness. Louisiana Vocational Evaluation and Work Adjustment Association News, 1972, 3(2), 14-15.

Discussion of the process of work evaluation and work adjustment and how it may be used to predict job readiness of a client.

769 Daniels, L., & Stewart, J., Development of a vocational adjustment rating scale for the mentally retarded. Training School Bulletin, 1971, 68(1), 10-14.

Describes the development of a vocational adjustment rating scale for mental retardates. Scale consists of two parts: the first deals with traits directly related to work adjustment and the second part with indirectly related traits. Contains discussion of the procedure used in establishing validity and reliability of the scale.

770 Plax, K., (Ed.), Task analysis procedures. Research Bulletin, Jewish Employment and Vocational Service, 1972, 1(2), 2-3.

Describes the steps in task analysis procedures used at the Work Experience Center (WEC) of JEVS which are: 1) specify all components of the task; 2) identify the stimuli-cues for each part of the task; 3) demonstrate components in sequence in client trials; 4) reinforcement in task training; and 5) record keeping (exact).

771 Ravensborg, M., Simulated work therapy in improving behavior of regressed schizophrenics. Perceptual and Motor Skills, 1972, 34, 555-558.

Report of the use of simulated work therapy (60 assemply-disassembly and inspection tasks) with chronic schizophrenics in an attempt to change their response to hospital routines.

772 Jackson, G., The use of roleplaying job interviews with job corps females. Journal of Employment Counseling. 1972, 9(3), 130-139.

Discussion of the technique and merits of roleplaying with female Job Corps members. Techniques used to evaluate the effectiveness of roleplaying are: 1) student questionnaire after roleplaying; 2) job applications to measure language ability; 3) transcripts of verbal performance; 4) evaluation forms to both group and audience for self evaluation and cross evaluation; 5) personal assessment of roleplayers by the author; 6) role reversal; 7) projection; 8) mirror - play someone that the client had worked for; and 9) multiple roleplaying (change role from employee to employer). The six major areas of prime benefit of roleplaying (to the counselor) to this study are enumerated.

773 Munn, C., A human factors checklist for vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1972.

Presents a 20-item checklist to be used by vocational evaluators in assessing the design of work samples and work stations in vocational evaluation. The items were developed from factors identified by methods engineers as being important to optimal levels of productivity. Use of the checklist as a procedure for identifying design or environmental impediments to optimal performance is illustrated. (Social and Rehabilitation Service Grant RT-22)

774 Loomis, C., Work evaluation in disability decision-making. The NADE Advocate, 1972, 7(2), 6, 14.

A description of a social security disability claimant evaluation program. Includes discussion of intake and orientation, psychological testing, physical capacities testing, work sampling, and observation.

775 Manena, P., Jr., Active or reactive: Two practical approaches to work adjustment. Louisiana Vocational Evaluation and Work Adjustment Association News, 1972, 3(2), 19-21.

Presents two approaches to work adjustment: 1) active - where the work adjustment program is planned prior to a client's entry based upon background information, and 2) reactive - in which the work adjustment process and planning depends on the client's actions while undergoing work adjustment treatment.

779 U.S. Department of Labor, Manpower Administration. Handbook for analyzing jobs. Washington, D.C.: Author, 1972.

A completely revised and updated 1972 Department of Labor publication which supersedes the Training and Reference Manual for Job Analysis published in 1965. Presents a new approach and structured procedure for conducting a job analysis. Through the concepts and techniques presented, current and comprehensive information about job and worker requirements for occupations can be obtained. Especially useful for evaluators who wish to have a guideline for obtaining detailed, specific information about jobs in order to develop evaluation procedures.

781 Vocational Guidance and Rehabilitation Services, An investigation into methods of obtaining and using actual job samples in a work evaluation program, first progress report. Cleveland, Ohio: Author, 1960.

A progress report covering the period from June, 1959 to March, 1960. Objectives were (a) to select and obtain a variety of job samples with high predictive value from local business and industry, (b) to set up the job samples in an evaluation laboratory to simulate actual job environment, and (c) to develop methods for recording and reporting the results obtained. Describes methodology and also following work samples, (a) compression head shock absorber assembly and (b) hand stacking elements for cells of automobile batteries. (Research and Demonstration Grant 412-59)

782 Vocational Guidance and Rehabilitation Services, An investigation into methods of obtaining and using actual job samples in a work evaluation program, second progress report. Cleveland, Ohio: Author, 1961.

Second progress report covering the period from March, 1960 to February, 1961. Objectives were (a) to select and obtain a variety of job samples with high predictive value from local business and industry, (b) to set up the job samples in an evaluation laboratory to simulate actual job environment, and (c) to develop methods for recording and reporting the results obtained. (Research and Demonstration Grant 412-61)

783 Strell, B., et al., Evaluation of the vocational and work classification areas for the cerebral palsied. Miami, Florida: United Cerebral Palsy Rehabilitation Center, 1961.

Report of a project to appraise the vocational potential of cerebral palsied young adults and to increase their employability. Use [illegible] the TOWER Work Sample Battery is described. (Research and Demonstration Grant 0358)

784 Irvine, W. (Mrs.), Occupational therapy in job assessment of the mentally handicapped patient. Canadian Journal of Occupational Therapy, 1964, 31(4), 147-151.

Discusses the role of the occupational therapist in the assessment of the mentally handicapped client in relation to (a) assessing patients readiness and motivation to return to a job situation, (b) providing pre-work situations and evaluation methods which measure this readiness, (c) exploring interests and capabilities and suggesting areas for further training and (d) providing practice in interviewing techniques.

785 Llorens, L., Aspects of pre-vocational evaluation with psychiatric patients. Canadian Journal of Occupational Therapy, 1966, 33(1), 5-12.

Defines difference between vocational evaluation and pre-vocational evaluation. Describes work adjustment and work therapy program and includes several case studies of psychiatric patients.

786 Wilkie, E., Guide to the community, Volume I. Elwyn, Pennsylvania: Elwyn Institute, 1967.

Volume I of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - use of a newspaper to find a job, applying for a job by letters and using the state employment service; Section 2 - the job interview, personal data sheet and first day on the job; Section 3 - keeping the job, what to do if fired or laid off, finding another job, and getting help from the employment service; Section 4 - setting up a budget, use of budget sheets and envelopes; Section 5 - why and where to bank, opening a savings account, depositing and withdrawing money.

787 Wilkie, E., Guide to the community, Volume II. Elwyn, Pennslyvania: Elwyn Institute, 1967.

Volume II of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - understanding and preparing an income tax return (form shown out of date); Section 2 - understanding, purchasing and collecting on life insurance; Section 3 - understanding differences in health insurance and paying health insurance; Section 4 - understanding and applying for social security and collecting benefits.

788 Wilkie, E., Guide to the community, Volume III. Elwyn, Pennsylvania: Elwyn Institute, 1967.

Volume III of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - responsibilities of driving a car, drivers test and drivers license, traffic laws, license plates, car inspection and car insurance; Section 2 - locating housing, selecting a neighborhood using real estate offices, apartments; Section 3 - furnishing a home or apartment; Section 4 - legal matters in case of an accident, being arrested or sued; Section 5 - community services available such as mental health, nursing, employment office, vocational rehabilitation, legal aid society, family services, public housing; Section 6 - medical emergencies such as having a family doctor, what to do in case of accidents, broken bones, and other serious accidents.

789 Ravensborg, M., Scale for assessing mental patients' work performance. Psychological Reports, 1968, 22, 611-617.

Description of the M-R Fergus Falls Patient-Employee Rating Scale which was constructed to help objectivize patients' work performance. Includes validity findings.

791 Gale, A., Assessment - a challenge to occupational therapy. Occupational Therapy, 1969, 23-30.

Article based on a number of lectures and discussions on assessment in occupational therapy. Includes following topics: measurement in the behavioral sciences, factors of good psychological tests, reliability and validity, factors determining work efficiency, a sample job specification and a checklist for describing a job operators requirements.

792 Smith, T., & Walls, R., Voluntary delay of reinforcement as a function of model status. Journal of Counseling Psychology, 1970, 17(2), 123-126.

A description of an experiment to determine a client's choice of an immediate or a delayed but larger reward following completion of an assembly task. Also reported upon is the influence of a model's choice on the client in the same situation.

793 Barbee, J., & Keil, E., A job interview training program: A trainer's manual. Fort Collins, Colorado: Colorado State University, Manpower Studies, 1971.

Report consists of a manual for use in the training of the disadvantaged for more effective behaviors during the employment interview. System described makes use of identification of specific behaviors, videotape feedback, role playing, and social reinforcement. (Manpower Administration Grant 82-06-70-19-6)

794 Materials and Information Center, *Toward a systems approach to evaluation and adjustment services*. Auburn, Alabama: Alabama Rehabilitation Media Service, Auburn University, 1971.

A booklet distributed to supplement a panel presentation on a systems approach to evaluation and adjustment services (NRA National Conference, Chicago, 1971). Discusses and includes flow charts on the evaluation and adjustment processes.

795 Overs, R., *Employment and other outcomes after a vocational program in a rehabilitation center*. Milwaukee, Wisconsin: Curative Workshop of Milwaukee, 1971.

This is a report of a field study conducted among a random sample from clients who had participated in the Curative Workshop of Milwaukee's Vocational Rehabilitation Program. The clients were studied in regard to employment achievements, methods of securing their jobs, their evaluation of the agency's rehabilitation program, sources of financial support, avocational activities, family relationships, and living arrangements. A summary of follow-up studies is included. Implications of the findings are noted.

796 Rubinson, E., *The effect of a positive evaluator bias on attitude and performance of unemployed, disadvantaged workers in a work evaluation setting*. (Doctoral dissertation, Temple University) Ann Arbor, Michigan: University Microfilms, 1971.

Report of a study to investigate the effects of a positive evaluator expectancy on the performance and attitudes of unemployed, disadvantaged workers. More specifically, the objectives of the study were to determine the possible effects of an induced positive evaluator bias on the performance of unemployed, disadvantaged workers as measured by the number of work samples they passed and to determine the possible effects of an induced positive evaluator bias on the work attitudes of unemployed disadvantaged workers by use of the Meaning of Work Scale.

797 Arkin, R., Smith, R., & Uslan, S., *How to train supervisors in behavior modification*. Los Angeles: Mentec Corporation, 1972.

A manual for use as a guide by supervisors in the theory and practical application of behavior modification. The procedures are outlined and presented in the form of four training sessions for supervisors. Designed primarily for use with trainers who will be working with hardcore disadvantaged. (Manpower Administration Contract 82-05-70-05)

799 Collingwood, T., *The effects of systematic physical, intellectual and emotional personal adjustment programs*, research report. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1972.

Discusses the current thrust on acquisition of vocationally oriented skills in vocational adjustment programs and emphasizes the need also for personal adjustment programs (i.e., acquisition of psychological - social skills) to increase client functioning in basic life skills (other than vocational skills). Reports a study to examine the effectiveness of systematic physical, intellectual and emotional interpersonal programs as vehicles to facilitate client personal adjustment on behavioral, social, and psychological dimensions.

800 Dawis, R., Lofquist, L., & Hendel, D., *Application of the theory of work adjustment to rehabilitation counseling*. Minnesota Studies in Vocational Rehabilitation, Monograph XXX (Bulletin 58). Minneapolis: University of Minnesota, Industrial Relations Center, 1972.

This monograph is the final report on the project entitled "The Minnesota Studies in Vocational Rehabilitation - Work Adjustment Project." Included in this final report is a description of the work adjustment project, the theory of work adjustment, a description of the DVR vocational assessment program (utilizing the Minnesota theory and instrumentation), the DVR follow-up survey and a description of the Vocational Assessment Clinic. The remainder of the monograph lists summaries of previous monographs, summaries of research reports from the project, doctoral dissertations related to the work adjustment project, other publications stemming from the project, computer programs developed by the project, and sample pages of instruments developed by the work adjustment project.

801 Hasselqvist, O., The MTM method - with special reference to the physically handicapped. *Scandinavian Journal of Rehabilitation Medicine*, 1972, *4*, 157-164.

Purpose of the article is to provide information about the MTM (Methods Time Measurement) System as a technique for analyzing manual work and to point out how MTM can be used to the benefit of disabled people. Discusses two purposes for the use of MTM: (a) for use as a functioning test of the handicapped to provide a working ability profile and (b) using MTM for selecting jobs in line with the handicapped persons capabilities.

802 McFarlane, F., *Development and validation of a structured behavioral assessment instrument to predict work performance in industry and rehabilitation*. (Doctoral dissertation, University of Georgia) Ann Arbor, Michigan: University Microfilms, 1972.

The purpose of the study was to identify unskilled and semi-skilled worker traits and observable behaviors deemed (a) highly acceptable, (b) average, and (c) marginal by employees engaged in the manufacture of goods and to determine the content validity of a structured behavioral assessment instrument. A second purpose was to determine the relationship between the rating on a structured behavioral assessment instrument and the successful employment of vocational rehabilitation clients in manufacturing industries.

803 Rice, B., & Thornton, C., Utilization of a prescriptive vocational evaluation to increase counselor effectiveness. Rehabilitation Research and Practice Review, 1972, 4(1), 59-63.

Presents a description and merits of a "prescriptive" vocational evaluation process which emphasizes specifically prescribes short and long term services, and setting of goals for the client (in addition to traditional observations).

804 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Rehabilitation of disabled public assistance recipients. Tenth Institute on Rehabilitation Services. Washington, D.C.: Author, 1972.

A report from the study group of the Tenth Institute on Rehabilitation Services on the subject of the rehabilitation of disabled public assistance recipients. Sections include identifying the potential public assistance - vocational rehabilitation client; planning, implementing and evaluating joint public assistance - vocational rehabilitation programs; coordinating resources and skills for better services to the client; and references on job placement materials. Also included is a brief definition of work evaluation and work adjustment and a short description of a cooperative project in Oregon State between work evaluation staff, vocational rehabilitation staff, and public assistance caseworkers, the object of which was better delivery of services to public assistance clients.

805 Uslan, S., Operation pathfinder: Shaping work behavior of ex-offenders and other disadvantaged people using social reinforcement techniques. Los Angeles: Mentec Corporation, 1972.

Documents results of a project which demonstrated application of behavior modification techniques to juvenile parolees and other hardcore disadvantaged. Industrial supervisors were trained to use these techniques, particularly social reinforcement, in shaping work habits and social behaviors of their subordinates. Methodology of acquiring subjects, placing them on jobs, training supervisors, counseling subjects and collecting data is reported. Experimental findings indicate that SR applied to parolees and adult disadvantaged by supervisors resulted in (1) longer job retention, (2) less absenteeism and tardiness, (3) greater productivity and work quality, (4) fewer encounters with law enforcement, and (5) less recidivism than when SR was omitted. (Manpower Administration Contract 82-05-70-05)

806 Alfano, A., A scale to measure attitudes toward working. Journal of Vocational Behavior, 1973, 3(3), 329-333.

A report of a study to develop a scale to measure attitudes toward work and also to determine the relation between length of unemployment time and work attitudes. Results of the use of the "Employment Readiness Scale" included.

807 Allen, C., & Couch, R., Behavior modification in rehabilitation facilities: A review. Journal of Applied Rehabilitation Counseling, 1973, 4(2), 88-95.

A review of behavior modification techniques within a variety of rehabilitation facilities. Cautions against hastily conceived behavior modification programs and suggestions for attaining basic minimal staff skills are presented. A reference list of relevant behavior modification literature is included.

808 Allen, C., & Shinnick, M., Placement through a job trial approach to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 29-33.

A description of a placement program enabling the client to move from the facility into employment of further training in the community when maximum benefits from the facility have been reached. Explains the methodology and lists advantages of this approach.

809 Allen, T., & Dunn, D., Vocational needs and occupational reinforcers of vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 22-28.

A report of a study designed to provide answers to two questions: (1) what are the vocational needs of vocational evaluators, and (2) what work reinforcers are available to persons employed as vocational evaluators. Describes method of study and lists needs and work reinforcers determined through study.

810 American Vocational Association. Manpower, human assessment and the disadvantaged: A consumer report on the use and misuse of standardized testing. American Vocational Journal, 1973, 48(1), 85-100.

A discussion of the shortcomings of standardized psychological tests for use with the disadvantaged and a description of a number of alternative assessment techniques. Listed as assessment tools for the disadvantaged: Jewish Employment Vocational Service Work Sample System; The Social Vocabulary Index (Jorgenson); Revised Interaction Scale (Jorgenson); NYC Enrollee Interview Forms I & II (Mandell); NATB or Non-verbal Aptitude Test; Multimedia Orientation (Psychological Corporation); Self-Concept Profiling Technique (O'Mahoney); Self Interview Checklist; Singer/Graflex Vocational Evaluation System; Tolerance for Bureaucratic Structure Scale; TOWER Evaluation System; Tseng Rating Scales; USES Pretesting Orientation Scales; Work Relevant Attitude Scales (Walther); Attraction to Work Scale; Barrier to Work Scale; Loss Scale (Wolf, et al.).

811 Associates for Research in Behavior, Inc., Transition to work: Contribution of the job readiness posture (JRP). Philadelphia: Author, 1973.

The purpose of the study was to evaluate the Vocational Opinion Index, a psychometric instrument designed to measure attitudes toward work, that is, the job readiness posture of trainees in MDT Skill Centers. Contains study summary and copy of the VOI (Vocational Opinion Index).

812 Barad, C., & Lawrence, R., Therapeutic dimensions of work in rehabilitation. The Journal of Applied Rehabilitation Counseling, 1973, 4(3), 171-177.

A review of a number of individual views of work as a positive therapeutic change agent. Notes also limitations of the utilization of work as an adjustment technique and suggests research to determine answers to the following: which clients respond better to work approaches, what work adjustment techniques are best for specific client problems, and effects of the use of work adjustment counselors of varying personality structures and theoretical orientations.

813 Barbee, J., & Keil, E., Behavior modification and training the disadvantaged job interviewee. Vocational Guidance Quarterly, 1973, 22(1), 50-56.

A report of the development of a program to train minority disadvantaged to improve their job interviewing behavior. Discusses attributes in the interviewing situation which interviewers place high value on (confidence, assertiveness, job skill information).

814 Barbee, J., & Keil, E., Experimental techniques of job interview training for the disadvantaged: Videotape feedback, behavior modification, and microcounseling. Journal of Applied Psychology, 1973, 58(2), 209-213.

A report of a training program designed to improve the job interviewing skills of culturally disadvantaged persons. Clients were assigned to one of three following methods: (a) a combined treatment program of videotape feedback and behavior modification techniques, (b) a videotape feedback only program, and (c) a no-treatment (control) program.

815 Barton, E. (Ed.), Vocational evaluation and work adjustment - a personal and human transaction, rev. of Combs, A., Avila, D., & Purkey, W., Helping relationships (Allyn and Bacon). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 37-41.

Provides a brief overview of the content of the book which emphasized a "humanist" approach in the helping services. Discusses several concepts as they apply to vocational evaluation (compares the humanist approach to behavior modification approach).

816 Blakeslee, B., & Gallo, A., Diversified occupations program for the handicapped senior: "Satellite approach" 1973-1974. Sykesville, Pennsylvania: Nupp Publishing Company, 1973.

A curriculum guide designed to help handicapped adolescents of high school age become self-sufficient and independent members of adult society. The manual was developed cooperatively by Goodwill Industries of North Central Pennsylvania, and the Jefferson County - DuBois Area Vocational-Technical School. Includes description of the work study educational work program and the following study units: finding a job, wise budgeting, banking, income taxes, shopping and buying, importance of good grooming, family living and relationships, insurance, natural resources - conservation, fire prevention, driver education, and understanding democracy. Occupational skill development units described are: laundry and pressing, merchandising, materials handling, secretarial, shoe repair, and appliance repair.

817 Bly, B., & Michael, R., One-the-job evaluations in a general hospital. Rehabilitation Literature, 1973, 34(12), 364-368.

A report describing the on-the-job evaluation program at the University of Michigan Medical Center. Covers methods of establishing work stations, goals of work station evaluations, advantages and disadvantages of the approach, and importance of reporting and communication. Several case histories are included.

818 Board of Education of Baltimore County, Mobile unit to provide vocational evaluation for handicapped children. Towson, Maryland: Author, 1973.

A final report and description of the Board of Education of Baltimore County's project for a mobile unit to provide vocational evaluation for handicapped children. Construction design, moving problems, description and floor plans, and equipment list are included. Procedures, techniques and use of TOWER System as the primary evaluation tool is described along with results of project, work sample descriptions and examples of forms used. (Research and Demonstration Grant 3225)

819 Botterbusch, K., An investigation of the reliability and validity of an assembly work sample. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 11-19.

A report on the development of an assembly work sample and its subsequent comparison to the manual and finger dexterity aptitudes of the GATB (General Aptitude Test Battery). Definitions of reliability and validity are included along with a description of the methods of the study, results, and discussion.

820 Botterbusch, K., Tests and measurements for vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

Contains descriptions of 33 psychometric tests, which, according to an MDC survey, were the tests most commonly used in evaluation facilities. Each test is described in an outline form which contains the following information: purpose, results, administration and scoring limitations, technical considerations, availability, references, and general comments. The publication also includes a second section which lists basic reference materials for testing and statistics. Categories and tests include: Achievement Batteries and Reading Tests - Adult Basic Learning Examination, Davis Reading Test, Gray Oral Reading Test, Nelson-Denny Reading Test, Nelson Reading Test, Peabody Individual Achievement Test; Character and Personality - California Psychological Inventory, Edwards Personal Preference Schedule, Minnesota Multiphasic Personality Inventory, Sixteen Personality Factor Questionnaire; Intelligence - Culture Fair Intelligence Test, Otis Quick-Scoring Mental Ability

Tests, Revised Beta Examination; Multi-Aptitude Batteries - Differential Aptitude Test, General Aptitude Test Battery, Nonreading Aptitude Test Battery; Vocations-Clerical - Minnesota Clerical Test, SRA Clerical Aptitudes, SRA Typing Skills, Stenographic Aptitude Test; Vocations-Interests - Kuder Occupational Interest Survey, Minnesota Importance Questionnaire, Minnesota Vocational Interest Inventory, Ohio Vocational Interest Survey, Picture Interest Inventory, Strong Vocational Interest Blank; Vocations-Manual Dexterity - Crawford Small Parts Dexterity Test, Hand-Tool Dexterity Test, Purdue Pegboard, Stromberg Dexterity Test; Vocations-Mechanical Ability - Bennett Mechanical Comprehension Test, O'Rourke Mechanical Aptitude Test, Revised Minnesota Paper Form Board Test.

821 Botterbusch, K., Wide Range Employment Sample Test. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 40-43.

A description of the WREST (Wide Range Employment Sample Test) including each of the ten work samples, administration and time limit information, and advantages and disadvantages.

822 Brolin, D., The facility you choose . . .will using a facility help your client? Journal of Rehabilitation, 1973, 39(1), 24-26.

A discussion of the appropriate choice and use of rehabilitation facilities by rehabilitation counselors. Lists items for consideration in evaluating the worth of a particular facility and also notes a number of things which the counselor must do to enhance the effectiveness of the rehabilitation facilities efforts. Discusses the Minnesota Theory of Work Adjustment as a model for determining the clients work personality (needs) and matching this to an appropriate work environment.

823 Brolin, D., Vocational evaluation: Special education's responsibility. Education and Training of the Mentally Retarded, 1973, 8(1), 12-17.

Recommends that secondary programs should assume a larger responsibility for the vocational development of educable retarded students by initiating vocational evaluation programs as an integral part of curriculum. Reviews components of the vocational evaluation process including clinical, medical, social, educational, and psychological assessment; work evaluation, standardized testing, work and job samples, and situational testing; work adjustment and on-the-job tryouts. Describes and recommends use of the Minnesota Theory of Work Adjustment as a framework for operating a vocational evaluation and placement program.

824 Bruch, M., et al., Modeling, behavior change, and rehabilitation. Columbia, Missouri: University of Missouri-Columbia, Regional Rehabilitation Research Institute, 1973.

Modeling (i.e., social imitation) is a process in which a person learns and changes his behavior as a consequence of having observed another person (a model) perform that behavior. The purpose of this monograph is to introduce the rehabilitation practitioner to the concepts of imitation and observational learnings (modeling) as a behavior change strategy. Definitions, relevant studies and discussion of specific areas of application such as vocational counseling and work adjustment are included.

825 Bryant, F., & Showalter, J., Use of job simulation kits with WIN enrollees. Journal of Employment Counseling, 1973, 10(4), 192-196.

A description of a study conducted to determine the usefulness of job simulation kits (specifically the Job Experience Kits developed by Science Research Associates, Chicago), in facilitating vocational decision making with WIN enrollees.

826 Burleson, G., Modeling: An effective behavior change technique for teaching blind persons. New Outlook for the Blind, 1973, 67, 433-441.

A report on the application of modeling techniques to improve mobility skills, attitudes toward vocational training, and an actual job of assembling handles. Discusses adaptation of modeling through facility and audition in the case where the client has no remaining sight to observe the model.

827 Campbell, J., & Crooks, L., Content validity of job sample measures, Research memorandum 26. Princeton, New Jersey: Educational Testing Service, 1973.

Importance of content validity in work sample measurement and two approaches to development of content validity in work samples measures are discussed. Describes approaches of (a) job simulation and (b) selection of several representative tasks commonly performed by work incumbents. Emphasizes importance of job analysis in both approaches.

828 Close, D., The use of token reinforcement with trainable mentally retarded in a work activity setting. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 6-14.

The method and the results of a small sheltered workshop token economy behavior modification program are described in which the goals were to increase rates of (a) attendance, (b) punctuality for work, (c) quality and quantity of work output, and (d) social responsiveness (i.e., following directions, positive interaction with staff and co-workers).

829 Corthell, D., & Hoffman, P., A critical response. Rehabilitation Record, 1973, 14(5), 23, 26-28.

A response to Simon Olshansky's article entitled Evaluating Workshop Evaluation (Rehabilitation Record, September-October, 1973). Challenges Olshansky's concept of work evaluation and provides current definitions of the processes of vocational evaluation and work adjustment. Also questions Olshansky's viewpoints on abilities and attitudes, length of evaluation period and strategy for developing human potential. Final section regards the writing style of Olshansky.

830 Crocker, L., Muthard, J., Reinhardt, E., & Wells, S. (Eds.), An index to rehabilitation research and demonstration projects, Volume II, 1955-1973. Gainesville, Florida: University of Florida, Regional Rehabilitation Research Institute, 1973.

An index to the final reports and resultant publications of projects sponsored by the Social and Rehabilitation Service. This publication is a follow-up to the 1955-1970 index and contains titles of 3,200 publications not listed in the original. Index includes subject index, bibliography, author index, and project address.

831 Cull, J., & Hardy, R. (Eds.), Adjustment to work. Springfield, Illinois: Charles C. Thomas, Publisher, 1973.

A collection of readings contributed by a number of authors from the field of work adjustment. Chapter topics include: a description of the VEWAA Association, the future of vocational evaluation and work adjustment, theory of work adjustment, the meaning of work, relationship of work adjustment to leisure adjustment, description of the Materials Development Center, contribution of group work to work adjustment, contribution of psychological evaluation to work adjustment, work adjustment and the Dictionary of Occupational Titles, work adjustment and the mentally ill, work adjustment and the disadvantaged, and vocational potential and work adjustment of the mentally retarded. Also includes examples of vocational evaluation unit forms, social habilitation unit forms, industrial therapy unit forms, and rehabilitation counseling unit forms.

832 Cull, J., & Hardy, R. (Eds.), Vocational evaluation for rehabilitation services. Springfield, Illinois: Charles C. Thomas, Publisher, 1973.

A collection of readings contributed by a number of authors from the field of vocational evaluation. Chapter topics include an overview of work evaluation, role of evaluation in the rehabilitation process, counseling impact of evaluation, a description of the VEWAA Association, evaluating the evaluator, a description of the Materials Development Center, the work sample approach to evaluation, the MODAPTS approach to evaluation, the work evaluation report, utilization of the Dictionary of Occupational Titles, prevocational evaluation, scientific observation in work evaluation, psychological testing in work evaluation, vocational evaluation of the culturally disadvantaged, and the rehabilitation facilities role in evaluating the welfare client.

833 Curtin, K., Work sample dreams - industrial reality. Paper presented at International Association of Rehabilitation Facilities Conference, Miami, June 1973.

Emphasizes the need for development of standard norms and learning curves for work samples and other evaluation measures. Recommends use of industrial engineering techniques so that client performance can be compared to realistic industrial performance standards. Includes a step-by-step procedure for developing and applying the learning curve and for setting a work sample output standard.

834 Daniels, L., Intelligence and vocational adjustment. The Training School Bulletin, 1973, 70(3), 135-139.

A report of an investigation of the relationship between intelligence and vocational adjustment. Indicates that level of intelligence may be more predictive of work behavior than previous studies suggest.

835 Drachman, F., & Kulman, H., New developments in the Philadelphia JEVS Work Sample System. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 21-24.

Describes new developments in the Philadelphia JEVS Work Sample System including revision of the manual for the work sample program, a description of a research project to determine the efficacy of two different methods of administering and scoring the work samples, preliminary development of an evaluator's work sample handbook, development of a series of training films on the JEVS Work Sample System, removal of the typing work sample from the battery, and development of a standardized list of hardware.

836 Dunn, D., Comment on Vaughn & Scott's "Vocational evaluation: A user's critique". Journal of Applied Rehabilitation Counseling, 1973, 4(4), 248-251.

A commentary on the above paper which discussed the need for and lack of predictive validity in vocational evaluation. The commentary emphasizes the value of vocational evaluation information to aid a counselor in decision making for a client (incremental validity). Also discusses the concept of content representatives (content validity) in an evaluation unit and its importance to the provision of valid information on vocational behavior and performance.

837 Dunn, D., & Korn, T., Community based rehabilitation services for youthful offenders in a rural area. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

Reports the results of a pilot demonstration project for providing vocational evaluation, vocational awareness, and other rehabilitation services for rural youthful offenders. A description and evaluation of the program and programming recommendations are included.

838 Dunn, D., Estimating work sample development costs. Consumer Brief, 1973, 1(2).

A report of a project in which participants provided cost related data in order to determine costs in work sample development. Table includes low, medium, and high costs on "non-equipment" and "equipment" work samples, and itemizes by hourly costs, man hours, personnel cost, materials, total direct cost, and indirect costs.

839 Dunn, D., Recording observations. Consumer Brief, 1973, 1(1).

A discussion of basic guidelines for observing and recording client behaviors. Emphasizes description of (a) behaviors in observable terms, (b) the situation in which the behavior occurred, (c) what happened - not what didn't happen, and (d) frequency rate and deviation. Also stresses (a) beginning with an action verb, (b) use of terse, direct style, and (c) recording observations immediately.

840 Dunn, D., The Rehabilitation Act of 1973 and the rehabilitation plan: Some implications for vocational evaluators. Unpublished manuscript, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A discussion of the implications of the above legislation as it pertains to specificity in evaluation recommendations and their use in the clients vocational rehabilitation plan.

841 Dunn, D., Situational assessment: Models for the future. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A summary statement of the practice of situational assessment. The first section provides a brief overview of the topic and the second section describes current practices and some of the attempts to develop a theoretical rationale for these practices. The third section examines future models for practice that could be realized through the application of existing technology. Specifically, job analysis techniques and behavior analysis techniques are examined in relation to their applications to situational assessment practice. The final section summarizes the implications for policy, programming, practice, and research.

842 Dunn, D., The use of power tool training films in vocational evaluation. Consumer Brief, 1973, 2(1).

A discussion of the use of power tool training films as a means of (a) reducing evaluator instructional time, (b) providing expertise in instruction for power tool usage, (c) exposing clients to power equipment, and (d) making optimal use of equipment on hand.

843 Dunn, D., Allen, T., & Mueller, J., Vocational needs, occupational reinforcers, job satisfaction, and job turnover among vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A report of a study which applied the Minnesota Theory of Work Adjustment to the job turnover problem among vocational evaluators. The study reports the Occupational Reinforcer Pattern for vocational evaluators and suggests ways in which facility administrators can improve the job retention of vocational evaluators.

844 Eubanks, J., Fresno Work Evaluation Project. Rehabilitation Research Report, No. 26. Sacramento, California: Department of Rehabilitation, Rehabilitation Research and Statistics Section, 1973.

Contains history, operational procedure, evaluation and final report of the Fresno Work Evaluation Project. Description of referral process, psychometrics, situational assessment, employer contact, interpersonal/social interaction are included along with reporting procedures, clients and staff appraisal of project, and review of agency feedback sessions.

845 Fry, R., (Ed.), Work evaluation and adjustment: An annotated bibliography, 1972 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

Second annual supplement contains descriptive annotations of 76 articles, speeches, and other publications related to work evaluation and adjustment. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

846 Genskow, J., Evaluation: A multi-purpose proposition. Journal of Rehabilitation, 1973, 39(3), 22-25.

A description of the on-the-job vocational evaluation program at the Decatur Evaluation Center, Decatur, Illinois. Lists advantages (and some disadvantages) of on-the-job evaluation. Covers wage considerations, selecting on-the-job evaluation sites, and educating OJE employers.

847 Gerheim, J., The rehabilitation of evaluation services. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 11-14.

Discusses the lack of a standardized approach in the evaluation process. Presents need for a formally organized program of research to determine what methods of evaluation are effective with certain groups of people. A proposed outline for determining the most effective evaluation practice is included.

848 Gilbertson, K., The use of norms in a rehabilitation setting. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 16-18.

Defines and explains the meaning of norms and describes types of norms such as industrial, training school, staff and client. Emphasizes the importance of comparing a client's performance with industrial norms as the client will likely have to compete with non-disabled workers in the competitive job market.

849 Gold, M., Factors affecting production by the retarded: Base rate. Mental Retardation, 1973, 11(6), 41-45.

Report of a project to study factors affecting production by the mentally retarded. Suggests that the mentally retarded are capable of producing quantitatively and qualitatively at a level above current expectations. Current evaluation systems (i.e., TOWER, Philadelphia JEVS) are characterized as limiting and misleading.

850 Gold, M., Research on the vocational habilitation of the retarded: The present, the future. In N. Ellis (Ed.), International review of research in mental retardation. New York: Academic Press, 1973, 97-147.

A description of the present status of research on the vocational habilitation of the retarded. Includes a history of the sheltered workshop movement in relation to the mentally retarded client and a review of the literature on prediction and evaluation as it applies to intelligence testing, manual dexterity tests, and work sample tasks. A description of experiments to modify rates of existing behavior in work settings is also included. Benefits of industrial engineering including job design, job enlargement, and Methods-Time-Measurement is discussed.

851 Gortner, R., IE's help handicapped workers raise productivity. Industrial Engineering, 1973, 5(4), 10-15.

A discussion of the use of a particular pre-determined time standard system, MODAPTS (Modular Arrangement of Predetermined Time Standards) as a means for setting realistic production standards for the handicapped in a sheltered workshop, and developing efficient work place layouts and methods.

852 Green, W., Development of community based work evaluation sites. Journal of Minnesota Rehabilitation Counseling, 1973, 3(1), 8-11.

Four steps are discussed in the development of job evaluation sites including consideration of client capabilities and needs, researching the employer, initial employer contact, and follow-up contact. Technical problems such as FICA, Workmen's Compensation and other payroll taxes are also discussed.

853 Harris, M., & Venardos, M., Job interview training with rehabilitation clients: A comparison of videotapes and role-playing procedures. Journal of Applied Psychology, 1973, 58(3), 365-367.

Report of a study in which rehabilitation clients were assigned to treatment programs designed to improve job interview behavior. Treatments included videotape feedback and role-playing which were compared to effects of an attention-placebo control group.

854 Henkel, Z., The relationship between vocational evaluation and education as professions in Alabama. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 24-34.

A report of a study in which the purpose was to explore ways in which evaluators identify with the profession, beliefs, and tenets of education.

855 Hicks, J., & Wieder, D., A study of motivational techniques in the long-term sheltered workshop. The Training School Bulletin, 1973, 70(1), 43-50.

Results of an experiment which focused on increasing motivation in long term clients in respect to work production and in work attitudes and peer relationships. Reinforcement techniques did not produce significant changes in client productivity or social relationships.

856 Hindman, R., Informal workgroup and formal organization interaction: Possible rehabilitation outcomes. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 35-44.

Formal and informal organization (social systems and work group membership) among clients in a sheltered workshop is examined as it relates to production. Information on previous studies of this nature in competitive employment situations is included.

857 Holbert, W., & Walker, M., A comparison of the effectiveness of clinical judgment with objective evaluation in the prognosis of rehabilitation outcome. Journal of Applied Rehabilitation Counseling, 1973, 4(1), 32-40.

Report of a Research and Demonstration grant project conducted at the Atlanta Employment Evaluation and Service Center which compares judgments of various staff members for accuracy of prognosis of client potential. Particular attention is given to the role of self-concept in work potential of the disadvantaged, and possible approaches for changes are suggested.

858 Human Resources Center, INA Mend Institute, Matching job and worker characteristics work supplement for the aged. Rehabilitation Series 6, Albertson, New York: Author, 1973.

A description and final report of Project Senior Abilities, designed to match the talents and needs of older workers with specific job requirements. Deals with older workers employment problems, employment requirements, employer attitudes, staff and project setting, and results of the project. Lists areas in which employment for older workers was most likely.

859 Jarecke, W., Identifying the vocational potential of a disadvantaged population. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 29-32.

Describes a study in which the objective was to determine which measures could be used to improve judgements and decisions about the educational and vocational potential of the disadvantaged. Concludes that the Columbia Mental Maturity Test could be used to establish an appropriate vocational level for which the disadvantaged could strive.

860 Johnson, A., Client involvement in vocational evaluation: Some specifics. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 19-21.

Encourages client involvement and decision making in the vocational evaluation process. Indicates areas where this can be accomplished such as staffings, placement as "lead men" in the work area, more informal involvement with the staff.

861 Kapes, J., & Sievert, N., Measuring manual dexterity with the GATB: Wooden versus plastic pegboards. Journal of Employment Counseling, 1973, 10(2), 71-77.

A report on a ten year study to determine the difference in manual dexterity scores on the General Aptitude Test Battery (GATB) using wooden and then plastic pegboards.

862 Kazdin, A., Issues in behavior modification with mentally retarded persons. American Journal of Mental Deficiency, 1973, 78(2), 134-140.

A discussion of problems in behavior modification programs for mentally retarded persons. Issues include developing behavior in staff who administer programs, altering behavior of clients initially unresponsive to a program, staff administered contingencies, and insuring that behaviors are maintained in clients when behavior modification efforts are withdrawn.

863 Kessick, K., The Wells Concrete Directions Test: Its applicability to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 15-18.

The purpose of this study was to investigate the appropriateness of the Wells Concrete Directions Test when used with individuals of average intelligence by comparing their overall performance on the instrument with that of the original normative sample. Includes description of a research project in which the test was administered to normal adults and presents need for a modified test to measure ability to follow directions, especially with other than mentally retarded populations.

864 Korn, T., The Job Experience Kits. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 50-53.

A description of Science Research Associates (SRA) Job Experience Kits, designed to stimulate high school students to pursue more extensive career exploration in the following twenty occupational areas: accounting, small electrical appliance repairwork, auto mechanics, cosmetology, carpentry, design work, drafting, electronics, technology, elementary education, law, library science, medical technology, motel management, plumbing, police work, sales, secretarial work, truck driving, veterinary work, and X-ray technology.

865 Lacey, D., & Seiler, D., Adapting the work adjustment theory for assessing technical-professional utilization. Journal of Vocational Behavior, 1973, 3(4), 443-451.

A description of a study in which the Minnesota Theory of Work Adjustment was utilized to determine the extent of satisfaction and satisfactoriness between technical-professional employees and their jobs.

866 LeBlanc, D., The astronaut and the client: An analogy. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 12-15.

Correlates the client who participates in a vocational rehabilitation program with the astronaut who prepares for space travel. Notes similarities in screening, instruction and skill training as they proceed to their respective goals.

867 Lynch, J., Work behavior observations and records. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 15-20.

Emphasizes the need for objective behavior observation and recording. Includes examples of typical work behavior observation records and illustrates application of such a record to assist in the evaluation of a client for a particular job.

868 McFarland, C., rev. of Houston, W., The separation of rehabilitation from production costs in the vocational rehabilitation workshop. Occasional Papers in Rehabilitation Administration, 1973, 3, 16-20.

A review of a research study to develop a means of separating a vocational rehabilitation workshop's joint costs of production and rehabilitation. Studied the question of whether separated costs are relevant information for decision making in the areas of performance judgment, resource allocations, pricing contracts and setting of rehabilitation fees.

869 Meadow, L., & Tillem, K., Evaluating the effectiveness of a workshop rehabilitation program. In Moses, H., & Patterson, C. (Eds.), Research readings in rehabilitation counseling. Champaign, Illinois: Stipes Publishing Company, 1973, 261-269.

A research study which evaluated the effectiveness of a workshop rehabilitation program as evidenced in the subsequent vocational adjustment (private employment) of clients who had completed the program. Reports clients perception of changes in personality and social adjustment, and benefits gained which made subsequent employment possible.

870 Morley, R. (Ed.), Vocational assessment systems. Des Moines: State of Iowa, Department of Public Instruction, 1973.

A composite of speeches presented at the Iowa Invitational Workshop on Assessment Systems in Career Development Programs, March 1973 at Des Moines, Iowa. Titles include: Athen (Assessment Systems in Career Development Programs), Brolin (Vocational Assessment: What Can Be Gained From It), Dunn (Assessment Systems in Career Development Programs), Heinemann (The Singer/Graflex System), Anderson & Stoll (Use of the Singer System for Career Exploration), Cerna (Singer/Graflex System - Its Use in Correctional Programs in Wisconsin), Schoonover (The Use of Singer/Graflex with the Mentally Retarded), Kulman, Drachman, & Stabene (The JEVS System in a Community College), Rosenberg (The TOWER System), Dunn (Comparison of the JEVS, Singer/Graflex,

& TOWER Work Evaluation Systems), Morley (The Wide Range Employment Sample Test), Nighswonger (Talent Assessment Tests), Morley (APEX - The Office: Reality Training Through Simulation), Kroloff (Observations and Implications).

871 Nadolsky, J., A client-centered rationale for vocational evaluation (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(2), 7-11.

Emphasizes that evaluators and evaluation programs should attempt to involve the client in a meaningful self evaluation so that he can accurately gauge himself and his abilities in relation to the occupational world. Stresses importance of viewing client as an effective individual rather than as a defective object.

872 Nadolsky, J., The role of ancillary personnel in the vocational evaluation process (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(4), 2-5.

Discusses the role of ancillary personnel in vocational evaluation and describes the roles of such personnel including secretary, physicians, psychologists, physical therapists, occupational therapists, social workers, workshop foremen, vocational instructors, and rehabilitation counselors.

873 Nadolsky, J., *Vocational evaluation of the culturally disadvantaged: A comparative investigation of the JEVS System and a model-based system*, final report. Auburn, Alabama: Auburn University, School of Education, Department of Vocational and Adult Education, 1973.

A final report of an SRS sponsored project in which the preliminary objectives were to (1) evaluate the assets and limitations of current vocational evaluation technology in relation to its suitability for use with a culturally disadvantaged population and (2) develop a structural model which would serve as a basis for evaluating the work behavior and vocational potential of the culturally disadvantaged. The above objectives made up the content of the interim report of the project. The final objective was to compare the effectiveness of a vocational evaluation program based upon the model described in the interim report to the Philadelphia JEVS Work Sample System which was designed specifically for the culturally disadvantaged. The comparative results are presented and discussed in this final report. (Research Grant No. 12-P-55140/4-01)

874 Nadolsky, J., Vocational evaluation as a preventative service (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(1), 8-10.

Vocational evaluation as an integral part of a public education program is a means to provide students with vocational direction and a method of providing teaching personnel with information to develop more individualized vocationally oriented curriculum programs. Discusses such preventative rehabilitation as being more economical than later corrective rehabilitation.

875 Nadolsky, J., Vocational evaluation and the technological bind. *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(1), 25-32.

Presents a view that vocational evaluation is effected to a large extent by recent technology developed by organizations outside the field rather than by developments from within the field. Discusses the emergence of vocational evaluation, and describes a number of the technological advances in the field including the TOWER System, the JEVS Work Sample System, the Singer/Graflex Vocational Evaluation System, The SRA Job Experience Kits, Mind Incorporated Tool Technology System, and the Department of Labor's Nonreading Aptitude Test Battery. Concludes that the vocational evaluation field is in need of an accepted theoretical structure, developed by those in the field, against which technology can be applied.

876 Nicholas, H., & Walls, R., Token economies in rehabilitation. *Rehabilitation Counseling Bulletin*, 1973, *16*(4), 244-257.

A review and description of significant token reinforcement system programs with (a) psychiatric populations, (b) the mentally and socially retarded, and (c) juvenile and adult offenders.

877 Nickelsburg, R., Time sampling of work behavior to mentally retarded trainees. *Mental Retardation*, 1973, *11*(6), 29-32.

A description of the use of time sampling to study work behaviors of successful and non-successful mentally retarded trainees. Work behaviors observed include attending to work task, habitual sitting, standing, idle talking, joking, playing with others, laughing on the job, and being away from assigned work tasks. Time sampling as a useful method of observing behavior is discussed.

878 North Texas State University, The Center for Social and Rehabilitation Studies, *Index to psychological tests*. Denton, Texas: Author, 1973.

An index designed to give a short description of instruments available in the following areas of psychological testing: intelligence tests, aptitude tests, personality tests, interest inventories, and dexterity tests. Included are descriptions of the following: Academic Promise Test (APT), Arthur Point Scale of Performance, Barranquilla Rapid Survey (BARSIT), California Test of Mental Maturity, Chicago Non Verbal Examination, Draw-A-Man Test for Indian Children, Goodenough-Harris Drawing Test, Hiskey-Nebraska Test of Learning Aptitude, Illinois Test of Psycholinguistic Abilities (ITPA), Leiter Adult Intelligence Scale (LAIS), Leiter International Performance Scale, Peabody Picture Vocabulary Test, Porteus Maze Test, Purdue Non-Language, Raven Progressive Matrices, Revised Beta Examination, Safran Culture Reduced Intelligence Test, SRA Pictorial Reasoning Test, Stanford Binet Intelligence Test, Wechsler Adult Intelligence Scale (WAIS), and Wechsler Intelligence Scale for Children (WISC).

879 O'Leary, L., Fair employment, sound psychometric practice, and reality: A dilemma and a partial solution. American Psychologist, 1973, 28(2), 147-150.

Points out inequities of certain predictive and concurrent validity practices in selection of applicants for jobs. Recommends use of content validity in selection techniques (such as job samples) in order that the test duplicates the specific tasks to be performed on the job. Discusses advantages and disadvantages of implementing such an approach.

880 Olshansky, S., Evaluating workshop evaluations. Rehabilitation Record, 1973, 14(5), 22, 24-25.

Critically discusses the vocational evaluation process in terms of length of evaluation period, development of a client's potential, special problems in the evaluation of the mentally retarded and the mentally ill, and appropriateness of the process to the clients changing needs.

881 Patten, D., A reaction to industry produced evaluation systems. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 33-35.

A criticism of an industry produced vocational evaluation system. Indicates need for adequate client norms, content validity, predictive validity, and reliability data. Suggests the development of standards for publishers to meet prior to marketing.

882 Phelps, W., A project to establish a TOWER unit to serve a school rehabilitation program, a district office, and a juvenile offender project. Charleston, West Virginia: West Virginia Division of Vocational Rehabilitation, Program Development Section, 1973.

A description of an expansion project designed to provide vocational evaluation services using the TOWER Evaluation System. Served all disabilities, giving emphasis to the mentally retarded young offenders and behavioral problems. Results, problems, and findings are discussed and technical consultant's report and recommendations are included. (SRS Grant No. 25-P-65221/3-03)

883 Pollack, R., Observation and client evaluation in workshops: A guide and a manual. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 43-45.

Describes the above manual which was developed at the Research Utilization Laboratory, Chicago Jewish Vocational Service. It is intended to help floor supervisors and evaluators improve their observational skill and in making inferences from observations. It is also intended to help evaluators and floor supervisors learn about the kind of behaviors that have been found to be indicators of success or failure in competitive work.

884 Pruitt, W., Work adjustment: A report on a national opinion study. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 19-28.

Describes a study to determine if a need existed for a formally trained work adjustment specialist. Describes methods of study and includes results.

885 Rabucha, W., Work evaluation programs in Florida. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 33-36.

A brief history of vocational evaluation is presented and the progress of vocational evaluation programs in the state of Florida is reviewed.

886 Rottenstein, R., & Small, J., Midwest adaptation of the Philadelphia Work Sample System. Chicago, Illinois: Jewish Vocational Service, 1973.

A manual describing ways in which the Jewish Vocational Service of Chicago has modified the Philadelphia JEVS Work Sample System. Includes addition of 11 new work samples as well as some revisions in the scoring, record keeping, final report form and instructions for work samples.

887 Scott, R., & Vaughn, R., Vocational evaluation: A user's critique. Journal of Applied Rehabilitation Counseling, 1973, 4(2), 103-109.

Presents reasons why rehabilitation counselors purchase vocational evaluation services. Discusses techniques and approaches used and lists advantages and disadvantages of evaluation. Indicates need for improving reliability and predictive validity of vocational evaluation service, reviews past attempts and suggests some possible future approaches.

888 Smolkin, C., Comparative salaries of vocational evaluators and rehabilitation counselors within state divisions of vocational rehabilitation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 45-49.

Report and results of a project to survey salary levels of vocational evaluators and rehabilitation counselors employed by State Divisions of Vocational Rehabilitation.

889 Smolkin, C., A definition of vocational (work) evaluation and work adjustment (President's message). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 2-5.

Presents expanded definitions of vocational (work) evaluation and work adjustment as proposed by Dr. Paul Hoffman, University of Wisconsin - Stout, and as adopted by the Tenth Institute on Rehabilitation Services (May 15-17, 1972, Minneapolis, Minnesota).

890 Stephan, C., Stephano, S., & Talkington, L., Use of modeling in survival skill training with educable mentally retarded. The Training School Bulletin, 1973, 70(2), 63-68.

Investigates the effects of different modeling procedures on the imitative learning of institutionalized educable retardates. Specifically, the study explored the effectiveness of film and live modeling procedures on the training of a survival skill - use of the telephone.

891 Tatge, W., & Wilson, J., Assessment centers - further assessment needed? Personnel Journal, 1973, 52(3), 172-179.

A discussion of the advantages and disadvantages of assessment centers in making selection decisions. Describes assessment center methods, e.g., management games, leaderless groups, and simulated work samples, and compares centers to more traditional methods such as paper and pencil tests.

892 Texas Rehabilitation Commission, A counselor's guide to utilizing rehabilitation facilities. Austin, Texas: Author, 1973.

A guide developed by the Research Utilization Section of the Texas Rehabilitation Commission to help rehabilitation counselors to understand the evaluation and work adjustment process so that counselors could make better use of evaluation facilities. Vocational evaluation and work adjustment are described and defined and choice of facility, process of client selection, and client referral are discussed.

893 U.S. Department of Labor, Manpower Administration, Task analysis inventories: A method for collecting job information. Washington, D.C.: Author, 1973.

A method for collecting job information by using checklist inventories which identify significant tasks and worker requirements. Each inventory is a comprehensive list of the work activities in a designated occupational area. The user, after considering all the items, can determine those that are applicable. Data used to formulate inventories was obtained from job analysis studies, occupational literature, trade journals, professional associations, and private and government agencies.

894 Goldston, L., Pollack, R., & Soloff, A., Observation and client evaluation in workshops: A guide and a manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

A guide and manual developed at the Chicago Jewish Vocational Service and Research Utilization Laboratory and designed to (a) help floor supervisors improve their observational skills and their skills in making inferences from observations, and (b) to help floor supervisors learn about the kinds of client behavior in work programs that have been found to be indicators of success or failure at work. Twelve areas of client work behavior are presented as the basis upon which to make observations. (SRS Grant No. 22-P-55182)

895 Zellé, J., Life style factors in vocational assessment. American Archives of Rehabilitation Therapy, 1973, 21(3), 63-68.

A discussion of the effect of physical, social, environmental, and psychological demands of work on individuals from different sub-cultures. Includes information on calculation of energy demands, consideration of emotional stress, body size, duration of work, and age and condition of the individual.

1100 Alfano, A., & Miller, J., The efficacy of Tennessee rehabilitation facilities: A counselor critique. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 31-37.

Report of a study designed to determine the efficacy of Tennessee's metropolitan rehabilitation facilities as assessed by counselors. Results given in the following areas: (a) style, length, and dispatch in reporting client data, (b) specificity of facility recommendations, (c) potential value, rating and performance rating of evaluative data, (d) counselor familarity with services provided by local facilities, and (e) use of evaluative tools.

1101 Allen, C., & Couch, R., Attendance behavior of the disadvantaged: A comparison of tangible and intangible reinforcers. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 34-41.

A report of a study to compare the effectiveness of tangible reinforcers with intangible reinforcers for increasing the attendance behavior of disadvantaged rehabilitation facility clients. Methodology, discussion, and conclusions of the study are detailed.

1102 August, P., Industrial engineering for the rehabilitation facility. In J. Cull & R. Hardy (Eds.), Administrative techniques of rehabilitation facility operations. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

Plant layout and work station layout are discussed with step-by-step procedures. Use of body motions and design and use of jigs, fixtures, and aids are given. Work measurement, time study, predetermined motion times, and time and production reporting are also included.

1103 Baker, R., & Mercer, F. (Eds.), Proceedings of the region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974.

Conference presentations by Hudson (Accountability and Adjustment Services), Sink (Adjustment Services: A Definition), Miller (State VR Responsibility for Quality Services: Implications for Adjustment Services), Gellman (Adjustment Services: Implications for Training). Summaries of group discussions and implications included.

1104 Barad, C., Krieger, G., & Lawrence, R., Role conflict and consensus in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 20-26.

A report of a study which sought to examine potential sources of role conflict and consensus in vocational evaluation. The project was designed to describe and compare perceptions of the vocational evaluator work role from the standpoint of vocational evaluators themselves, and also from the standpoint of three other groups of functional importance to vocational evaluator role enactment.

1105 Barney, O., Jr., Client age, education, and work experience as predictors of rehabilitation outcome. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 25-30.

A research project designed to determine whether the factors of age, education and work experience were solid predictors of rehabilitation success among clients who participated in a work evaluation program. Study results indicated that age and previous work experience were not shown to be elements which could be used as predictors whereas level of education was found to be significant in the prediction of rehabilitation success.

1106 Barton, E. (Ed.), Hope for the mentally retarded through behavior technology? Behavior modification revisited, rev. of Gardner, W., Behavior modification in mental retardation (Aldine-Atherton). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 38-49.

A review of Gardner's Behavior Modification in Mental Retardation.

1107 Barton, E. (Ed.), Job satisfaction--do evaluators overlook it?, rev. of Terkel, S., Working (Pantheon Books). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 35-40.

Client job satisfaction is discussed as an aspect which should be considered when evaluating a client for a job.

1108 Barton, E. (Ed.), What can industrial psychologists tell us?, rev. of Ronan, W., & Prien, E., Perspectives on the measurement of human performance (Appleton-Century-Crofts). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 45-57.

Reviews the four main sections of the above book and their implications for vocational evaluators: (a) reliability of human performance, (b) reliability of performance observation, (c) dimensions of performance (different levels of performance at tasks within a job), and (d) situational influences on work performance.

1108A Barton, E. (Ed.), Reflections on the professional status of vocational evaluation, rev. of Hardy, R., & Cull, J., Vocational evaluation for rehabilitation services (Charles C. Thomas, Publisher). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 42-54.

A review of Cull and Hardy's Vocational Evaluation for Rehabilitation Services.

1109 Associates for Research in Behavior, Inc., Transition to work III: Development and implementation of the VOI transition system. Philadelphia: Author, 1974.

Final report on the development of the Vocational Opinion Index (VOI), a paper and pencil instrument for measuring "Job Readiness Posture" (JRP). JRP is a term used to define an individual's attitudes, perceptions and motivations as they impact on his ability to obtain and maintain a job. Sample of instrument included.

1110 Benton, R., et al., Evaluating the work potential of blind multiply handicapped persons for the manufacture of bath perfume. The New Outlook for the Blind, 1974, 68(1), 20-24.

Describes a project to evaluate the work potential of the blind, severely retarded, multiply handicapped person. In the manufacture of bath perfume a high rate of success was achieved by the clients in performance of the tasks involved following the evaluation.

1111 Bird, C., Limitations of testing in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 41-44.

A discussion of the limitations of tests including (a) imperfection of the tests themselves, (b) difference in clients, (c) test administrator's variance, and (d) effects of training and experience on test interpretations.

1112 Bodenhamer, R., Introducing the principles of contingency management into the work adjustment program: One approach. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 28-30.

A report of a project to introduce the use of contingency management (behavior modification) into a work adjustment program. Discusses role of the consultant and reactions of work adjustment personnel to the utilization of work adjustment principles.

1113 Georgia Department of Human Resources, Division of Vocational Rehabilitation, Rehabilitation Facilities Section, Vocational evaluation report writing. Atlanta, Georgia: Author, 1974.

This manual which was developed for use in vocational evaluation facilities in Georgia, suggests style and content for reporting in the following areas: background information, behavioral observations, vocational appraisal, summary, and recommendations. A vocational evaluation report critique form is included for use by supervisors and counselors. Examples of evaluation reports included.

1114 Botterbusch, K., Test use in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974. 7(2), 6-9.

Report of a survey to determine which of the commercially available tests are the most widely used in vocational rehabilitation facilities.

1115 Brickey, M., Normalization and behavior modification in the workshop. Journal of Rehabilitation, 1974, 40(6), 15-16.

A discussion of the concepts of normalization and behavior modification and how they are applied in workshops and rehabilitation centers. Aspects of achieving normalization are discussed in regard to proper location of the facility in the community, realistic job setting, use of appropriate work samples, and use of community job stations. Important aspects of behavior modification programs include proper data collection for work performance and for non-work behaviors.

1117 Brolin, D., & Kokaska, C., Critical issues in job placement of the educable mentally retarded. Rehabilitation Literature, 1974, 35(6), 174-177.

A discussion of issues critical in job placement of mentally retarded. These include (a) degree of satisfactory vocational adjustment when placed in employment, (b) the question of sufficient employment opportunities for the mentally retarded, (c) a satisfactory evaluation of skills prior to placement, (d) level of job training appropriate for the mentally retarded, (e) responsibility of finding employment, (f) labeling the mentally retarded, and (g) placement considerations.

1118 Bynum, R., Organizing the vocational evaluation process in contract work facilities. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 30-40.

Explains use of (a) the Job Sequence Chart, which is a method for analyzing and delineating work tasks involved in the completion or fabrication of a given object, and (b) the Job Complexity Chart, which is a method for arranging tasks in the order of their complexity. Both of the above may be used to assist the vocational evaluator in organizing an assessment process within a "contract work" setting.

1119 Bynum, R., Work evaluation in the disability determination process. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 8-13.

A discussion of the needs of state agency Disability Determination Units and a presentation of a format for the state agency and the work evaluation center to follow in achieving their respective objectives. Referring state agencies and work evaluation centers responsibilities to each other are covered.

1120 Carmack, N., & Lechowicz, J., Systematic approach to client care in a rehabilitation facility: Adaptation of a medical model. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 14-19.

Describes the Weed System, a medical problem-solving model and how it has been applied to the processes of work evaluation and work adjustment. Basically a system whereby client information and problems are categorized with numerical codes.

1121 Cohen, B., The assessment center: Whom to develop. Training in Business and Industry, 1974, 11(2), 19-21.

A brief history of the development of assessment centers and some description of their operating procedures.

1122 Corthell, D., & Lesnik, M., Observation and recording of behavior. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 21-27.

A discussion of the process of observing and recording client behavior during the evaluation/work adjustment process. Reasons for recording work behavior, what to record, recording style, when to observe and when to record are included.

1123 Currie, L., The structured use of vocational behavior media in vocational evaluation programming. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

A report of a project designed to determine the effectiveness of commercially available vocational awareness media in eliciting the identification of inappropriate work behaviors and to determine the effectiveness of integrating commercially available vocational awareness media into a structured role-playing format. Includes an operator's guide for conducting the vocational awareness structured role-play group and description of vocational awareness media used in the project.

1125 Currie, L., Rehabilitation counselor utilization of vocational evaluation and work adjustment services: Prelude to a more detailed study. Consumer Brief, 1974, 2(2).

Results of a pre-study designed to determine factors that influence a rehabilitation counselor's decision to refer a client for vocational evaluation and for work adjustment services.

1126 Currie, L., Referral factors analyzed by researcher. Research Review, 1974, 2(1), 2-4.

A brief review of a research project that involves determining factors that influence a rehabilitation counselor's decision to refer a client for vocational evaluation and/or work adjustment services. Research included investigation into areas such as difficulty of caseload, characteristics of clients, decision points for referrals, and decision-making steps leading to referral.

1126A Doctor, A., & Timmerman, W., Special applications of work evaluation techniques for prediction of employability of the trainable mentally retarded. Stryker, Ohio: Quadco Rehabilitation Center, 1974.

Reviews the current state of work evaluation for the trainable mentally retarded, particularly in respect to the use of standard tests, work samples, rating scales, comprehensive test batteries (MacDonald Vocational Capacity Scale, McCarron-Dial Work Evaluation System), and interest testing (VISA Scale Picture Interest

Inventory, Wide Range Interest-Opinion Test (WRIOT), etc.). Discussion of prediction and employability studies of the TMR included.

1129 Esser, T., The MDC behavior identification format: 1974. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 50-53.

A description and discussion of the MDC Behavior Identification Format, an aid for the observation, identification, and recording of work and work related behaviors which may limit or enhance employment opportunities.

1130 Esser, T., Some perspectives on report writing in the rehabilitation process. Journal of Applied Rehabilitation Counseling, 1974, 5(2), 92-98.

Provides an overview of the current state of report writing in rehabilitation facilities and workshops. Discusses advantages and disadvantages of three types of report forms: narrative, basic checklist, and narrative checklist.

1131 Esser, T., Effective report writing in vocational evaluation and work adjustment programs. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

This publication is designed to provide general principles of report writing content and style along with examples of report forms and formats currently being used in the field. The information should be helpful in minimizing staff time spent on report preparation, increasing uniformity in report content, and developing a reporting style and technique which best meets the needs of clients, the referral source, and the rehabilitation agency or program. The manual includes an appendix of twelve report formats and organizational aids contributed by persons and agencies in the field.

1132 Faulkner, E., & Wainwright, C., Simulation activity in vocational evaluation. Denton, Texas: Center for Social and Rehabilitation Studies, 1974.

A simulation activity developed to train rehabilitation practitioners in the process of vocational evaluation. Case problems and client briefs are included.

1133 Faulkner, E., & Wainwright, C., Simulation activity in adjustment services. Denton, Texas: Center for Social and Rehabilitation Studies, 1974.

A simulation activity developed to train rehabilitation practitioners in the process of adjustment. Case problems and client briefs are included.

1134 Flenniken, D., Time-quality performance of Goodwill clients evaluated by the JEVS Work Sample Battery. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 3-16.

Report of a study of the time and quality performances of a group of mixed disability clients on the Philadelphia JEVS Work Sample Battery (based on Philadelphia JEVS norms available prior to July, 1973 revision). Time and quality performances of the clients are compared to the Philadelphia JEVS norms which were based on a disadvantaged population.

1135 Fontenot, P., & Manena, P., Jr., Day labor: An answer to realistic work adjustment training for mentally retarded clients. Louisiana Vocational Evaluation and Work Adjustment Association News, 1974, 5(1), 17-19.

Discusses temporary employment of clients through the day labor employment program of the United States Employment Service. Describes how such employment may be utilized as a means of work adjustment providing that adequate supervision is employed.

1136 Foreyt, J., & Stockton, M., The hospital hires its own: Ex-patients as employees. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 31-34.

The purpose of the paper is to report the work adjustment of 12 ex-mental patients by comparing their job performance with that of a control group of 12 non-patient employees. Discusses employment turnover and problems in regard to the matching of the client with an appropriate job.

1137 Freeberg, N., Development of assessment measures for use with youth-work training program enrollees. Phase II: Longitudinal validation. Princeton, New Jersey: Educational Testing Service, 1974.

A battery of tests designed expressly for use in assessment of disadvantaged adolescents enrolled in youth-work training programs was validated predictively against both short-term (program completion) and longer term (past program) behavioral outcome events. Most and least valid tests are discussed and described. Future potential of the test battery for programmatic evaluation and guidance applications was also discussed. (D.O.L. 41-9-005-32, N.T.I.S. PB 231-522)

1138 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1947-1973. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Contains descriptive annotations of 801 articles, speeches, and publications related to work evaluation and adjustment. Features both a KWOC (keyword-out-of-context) index for location of material by subject area and an author index. Includes entries from all previous MDC work evaluation and adjustment bibliographies.

1139 Gannaway, T., GULHEMP Scale: A method for assessing fitness to work. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 41-44.

A description of the GULHEMP Scale, originally developed by Dr. Leon Koyl for assessing the physical fitness of older workers for employment, but also used in screening younger and middle-agged clients. GULHEMP is an acronym for the assessment divisions of the scale: general physique, upper extremities, lower extremities, hearing, eyesight, mentality, and personality.

1140 Gellman, W., Adjustment services--implications for training. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 27-31.

A discussion of four topics including the work culture, vocational development, identifying the maladjusted, and work adjustment training and principles.

1141 Gist, J., & Welch, M., The use of behavior modification in a cooperative special education and vocational rehabilitation program. In C. Sigelman (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974, 43-57.

A description of a token economy behavior modification program in a residential facility for the mentally retarded. Students are given "job descriptions" for actual jobs at the center and also for "personal jobs" which include grooming, etc. Forms and evaluation results of the program are included.

1142 Greco, L., A follow-up study of fifty mentally retarded clients. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 10-19.

The purpose of the study was to examine the present vocational status of 50 mentally retarded clients who had received vocational rehabilitation services and who had been closed with a status 26 designation. Results include types of jobs held, age and IQ data, job status at follow-up, FICA and SSA contributions during employment, and cost for rehabilitation of the selected clients.

1143 Gwilliam, R., Follow-up study of clients of an experimental vocational evaluation service. Unpublished doctoral dissertation, University of Utah, 1974.

A report of a study which attempted to determine the worth of vocational evaluation, and in particular, work sampling, by a case comparison approach (referred and non-referred clients). Results of a study discussed in detail.

1144 Hackman, J., et al., A new strategy for job enrichment. New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974.

A strategy for redesigning jobs to increase the work motivation and satisfaction of employees is described. Included is a discussion of theory on how to carry out and interpret a diagnosis of jobs prior to change, and specification of actual steps for job redesign. (NTIS AD 770-827)

1145 Hackman, J., & Oldham, G., The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects. New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974.

This report describes the Job Diagnostic Survey (JDS), an instrument designed to measure the following three classes of variables: (1) the objective characteristics of jobs, particularly the degree with which jobs are designed to enhance internal work motivation and job satisfaction of people who do them, (2) personal affective reactions of individuals to their job and the broader work setting, (3) and readiness of individuals to respond positively to "enriched" jobs. Supplementary instruments include a rating form for use in (a) assessing "target" jobs, (b) a short form of the JDS. (NTIS AD 779-828)

1146 Hamner, W., et al., Race and sex as determinants of ratings by potential employers in a simulated work-sampling task. Journal of Applied Psychology, 1974, 59(6), 705-711.

An investigation to examine the way sex and race of the rater and the ratee influence assessments of ratee performance on a simulated work sample task. Findings are discussed in terms of potential methods for overcoming these biases to use work samples more effectively for selection and promotion decisions.

1147 Hindman, R., Preparing the sheltered worker for a competitive work setting. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 20-24.

A discussion of problems and attitudes which a previously sheltered worker may encounter on the first few days of work in competitive employment such as overproduction and possible social sanctions by other workers. Speaks of need for preparing client for this possibility.

1148 Hudson, G., Accountability and adjustment services. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 7-9.

Accountability as it relates to six points are discussed: (a) to the public and disabled, (b) cost of services provided, (c) time spent in facilities by disabled people, (d) qualified staff and personnel, (e) quality services, and (f) accountability for the future.

1149 Illinois Division of Vocational Rehabilitation, Decatur Evaluation Center: A counselor's handbook. Decatur, Illinois: Author, 1974.

A handbook designed to familarize counselors with the operation of the Decatur Evaluation Center. Programs described include vocational evaluation, vocational exploration, adjustment, counseling, the residential setting, community services, job training, limited placement, and on-the-job evaluation.

1150 Johnson, B., & Trenchard, M., A summative evaluation of a work adjustment program for educable mentally retarded clients. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 15-23.

A description of a work adjustment program for the mentally retarded developed at Goodwill Industries of New Orleans. Successful disposition of clients was measured according to outcomes in the following criteria areas: job placement, job satisfaction, increase in pay, attendance, and promptness. Emphasizes need for program evaluation in order to achieve program effectiveness.

1151 Eisner, M., Endres, R., & Karen, R., Behavior modification in a sheltered workshop for severely retarded students. American Journal of Mental Deficiency, 1974, 79(3), 338-347.

A report on the study of the effects of a token system and a prosthetic modification of the work environment (screening off of a sheltered workshop area) on the work behavior of ten severely retarded adolescent students. A complete description of the method is included along with discussion of the results.

1152 Kennedy, H., Changes in task-specific self-concepts after vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 27-33.

A report of a project to determine changes in task-specific self-concepts of reluctant learners following a two-week vocational evaluation process. Distinction between general self-concept and task-specific self-concept is also discussed.

1153 Leung, P., The use of behavior contracts in employability development planning. Journal of Employment Counseling, 1974, 11(4), 150-154.

Proposes the use of behavior contracts as a strategy for developing client employability. Discusses historical development of behavior contracting and advantages to the use of the contract.

1154 Lipinski, D., & Nelson, R., Problems in the use of naturalistic observation as a means of behavioral assessment. Behavior Therapy, 1974, 5(5), 341-351.

Summarizes some of the methodological problems associated with observation of behavior. Topics include loss of information because of time used to record observation and use of symbols in recording (as opposed to narrative), appropriate time to discontinue recording data, method by which reliability is calculated, client reactive nature to being observed, and observer bias.

1155 Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout, MDC behavior identification format. Menomonie, Wisconsin: Author, 1974.

The MDC Behavior Identification Format is designed as an evaluator's tool for the identification, understanding, and description of specific work behaviors, both positive and negative, which have a bearing on the employability of the handicapped client. Such recorded observation results provide specificity and structure for work adjustment training and treatment programming and help to measure a client's progress or change within a treatment/training program. The format contains a detailed explanation of the rating system, recommendations for use of the form and manual, and definitions, examples, and sample descriptions for each of the 22 behavioral categories.

1157 Mestrow, R., The Mestrow power sewing machine work sample. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 24-29.

Describes the development and use of a power sewing machine work sample which has four sequential tasks: (1) machine conditioning (familiarization with machine), (2) sewing rectangles, (3) sewing darts, (4) sewing slings. Validity information included.

1158 Miller, W., State VR responsibility for quality services: Implications for adjustment services. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 15-18.

Relates how a particular state committed itself to the development and improvement of evaluation and work adjustment programming. Points out need to prepare professionals in personal adjustment training.

1159 Muthard, J., Vocational rehabilitation index: 1974. Gainesville, Florida: University of Florida, Rehabilitation Research Institute, 1974.

Brings together in one volume an index to the reports generated by federally sponsored vocational rehabilitation research and demonstration projects between 1955 and 1973. Includes subject and author index, and project address.

1160 Nadolsky, J., The work sample in vocational evaluation: A consistent rationale (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 2-5.

A discussion of the purpose of work samples as a vocational evaluation technique. Explores the role of the client who performs the work sample as both a participant (opportunities to perform), and as an observer (opportunity to receive feedback).

1161 Nadolsky, J., Guidelines for the classification and utilization of vocational evaluation personnel. Rehabilitation Literature, 1974, 35(6), 162-173.

Seven positions are defined for classification of vocational evaluation personnel according to level of complexity. Duties, competencies required, qualifications and skills of vocational evaluator aide I and II, vocational evaluation technician I and II, and vocational evaluator I, II, and III are detailed. Suggested salary ranges are also included.

1162 Nadolsky, J., Accountability and professionalism (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 3-7.

A discussion of negative developments in rehabilitation services in recent years. Warns against a trend toward increased government control of rehabilitation services (with concurrent emphasis on structural accountability), and the effect of this trend toward true professionalism.

1163 Nadolsky, J., Professionalism, separatism, and the team approach (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 4-7.

Describes three movements, elements of which the editor feels could eventually serve as barriers to the maintenance of a cooperative team approach to the delivery of rehabilitation service. These movements include: (1) The Vocational Evaluation and Work Adjustment Association Project, (2) attempts by rehabilitation counselors to apply certification procedures to their discipline, and (3) efforts of rehabilitation administration to establish accountability procedures.

1164 Olshansky, S., Mental retardation: Another view. Journal of Applied Rehabilitation Counseling, 1974, 5(3), 131-137.

Suggests three changes in thinking about and working with the mentally retarded: (a) stop labeling the mentally retarded, (b) shift attention from vocational evaluation of mentally retarded clients to development and training of their skills, (c) pursue the principle of normalization when working with the mentally retarded rather than the practice of abnormalization.

1165 Panyan, M., & Patterson, E., A behavioral approach to teaching social skills to the severely handicapped. In C. Sigelman (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974.

A general overview of the principles of behavior modification. Discusses methods for increasing a behavior including contingent reinforcement, shaping, fading, and chaining; and secondly, methods for decreasing a behavior which includes extinction, time-out, differential reinforcement, and punishment.

1166 Porter, L., & Steers, R., The role of task goal attributes in employee performance. Irvine, California: University of California, 1974.

Reports research relating to six factor analytically deriven attributes of employee's task goals to ascertain which attributes are more consistently related to performance. Discussion centers on (a) goal specificity, (b) participation in goal setting, (c) feedback, (d) peer competition, (e) goal difficulty, and (f) goal acceptance. (NTIS AD 778-014)

1169 Reinders, L., & Zikmund, D., Talent Assessment Program Test Battery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 58-61.

Describes the Talent Assessment Program (TAP), a battery of manipulative tests which purport to offer prompt, usable and reliable information related to an individual's functional characteristics. The eleven measures in the basic battery are: visualizing structural and mechanical assembly, discrimination by shape and size, discrimination by color, discrimination by touch, dexterity--small materials without tools, dexterity--large materials without tools, dexterity--small materials with tools, dexterity--large materials with tools, visualizing electrical flow paths, memory for structural detail, and visualizing complex structural assembly.

1170 Rice, B., & Simmons, G., Organizing vocational evaluation units to effectively serve the severely handicapped. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 8-14.

A discussion of basic organizational and management principles applicable to an evaluation program for the severely handicapped--referral and admissions system; orientation, case history, review and pre-planning conference; progress conference; final staffing and reporting, recommendations and service prescription.

1171 Riscalla, L., Could workshops become obsolete? Journal of Rehabilitation, 1974, 40(6), 17-18.

The present day practice of behavior modification in rehabilitation facilities is discussed primarily from the viewpoint of its limitations and possible harmful effects to the client. Explores alternative methods of providing evaluation and work adjustment to clients such as on-the-job evaluation and training, and long term public school rehabilitation programs.

1172 Rosenberg, B., The work sample approach to vocational evaluation. Rehabilitation Series Number 45, New York: Institute for the Crippled and Disabled, Rehabilitation and Research Center, 1974.

The following topics are discussed: emergence of the work sample approach, specific work sample approaches, the vocational evaluation process, vocational evaluation benefits to the client and the professional team, recommendations after vocational evaluation, the TOWER work sample approach, the development of work samples, format for writing the work sample, scoring criteria, and follow-up.

1173 Schmitz, T., Operational procedures for vocational evaluation within the vocational, technical institute. Wisconsin Rapids, Wisconsin: Mid-State Vocational Technical and Adult Education School, 1974.

A procedures manual for the vocational evaluation--vocational exploration program at Mid-State Vocational-Technical School, Wisconsin Rapids, Wisconsin. Includes definition of evaluation and work adjustment terms, and goals and policies of program. Appendices include explanation of the work sample process, work sample descriptions, process of decision-making in vocational rehabilitation, and client evaluation planning schedule. Examples of various forms include a vocational exploration report, application for vocational exploration center, client scheduling notification, orientation procedures for the center, student handbook, and initial interview form.

1174 Schoenfeldt, L., Utilization of manpower: Development and evaluation of an assessment classification model for matching individuals with jobs. Journal of Applied Psychology, 1974, 59(5), 583-595.

A model for the assessment of individual characteristics, the identification of psychological requirements of jobs, and the classification of applicants to job opportunities is described. Use of the Position Analysis Questionnaire as an aid of job analysis is discussed.

1175 Sigelman, C. (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974.

A collection of readings including: A Behavioral Approach to Teaching Social Skills to the Severely Handicapped (Panyan and Patterson), Achievement Place: The Teaching-Family Model in Small Group Homes (Fixsen, Phillips, and Wolf), and Use of Behavior Modification in a Cooperative Special Education and Vocational Rehabilitation Program (Gist and Welch).

1176 Silberberg, M., & Silberberg, N., The job application blank as a barrier to jobs. Rehabilitation Literature, 1974, 35(12), 364-368.

Points out that the job application in many instances is used as a screening device and has little to do with the performance requirements of the job being applied for. Recommends alternatives to the job application process.

1177 Sink, J., Adjustment services: A definition. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn, University, Rehabilitation Services Education, 1974, 11-13.

Speaks of the many problems connected with the practice of adjustment when viewed in context with the obligations of the most recent definition of work adjustment. Suggests some options for solving the problems.

1178 Stover, D., & Tarter, W., Illinois VEWAA's ideas for inexpensive accountability. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 17-20.

A description of the Illinois VEWAA chapter's program of providing program evaluation to facilities within the state who request such assistance.

1179 Thomas, S., The MDC Work Sample Manual Clearinghouse. In A. Sax (Ed.), Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 55-57.

A description of the operation of the MDC Work Sample Manual Clearinghouse.

1180 Thomas, S., Suggested format and content of a work sample manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Items to be included in a work sample manual are listed as follows: Title, assessment description, job listing, related jobs, validity, instructions to the evaluator including prerequisites, work sample conditions, administration equipment, setup and breakdown, administration including client orientation, instruction and demonstration, scoring including technique, tables, forms, description of norm group, norming method, and reliability, insights, construction including diagrams and photographs, materials list, and assembly instructions, and references.

1181 Townsend, J., et al., The use of the Position Analysis Questionnaire in selecting correlates of job performance among mentally retarded workers. Journal of Vocational Behavior, 1974, 4(2), 181-192.

Discusses the efficiency of various existing measures, mainly psychological tests for predicting job performance of mentally retarded workers in a sheltered occupational shop. Investigates use of the Position Analysis Questionnaire (PAQ) as an instrument to select variables predictive of job success among mentally retarded workers. Suggests that school achievement, manual dexterity and forms of physical handicaps are likely predictors of performance.

1182 Trimmer, H., Jr., Predictive validity of instructor rating in a skill training center. Journal of Employment Counseling, 1974, 2(2), 89-95.

Predictive ratings of trainees in a skill training setting by their instructors are compared and contrasted with first line supervisor ratings of the same trainees in an employment setting. An ethnic subgroup analysis suggests some possible differences in terms of range and variations of prediction.

1183 Trimmer, H., Jr., & Klein, F., Wooden versus plastic apparatus with the GATB: A restudy. Journal of Employment Counseling, 1974, 11(3), 123-126.

Report of a study to determine the difference in the M-aptitude (manual dexterity) of the General Aptitude Test Battery (GATB) scale between wooden and plastic pegs.

1184 Usdane, W., Service target groups--implications for adjustment services. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 19-25.

Describes recent pending legislation (S.B. 1875) as it relates to the severely disabled, and the amendments to the Social Security Act (HRI) and their implications for vocational rehabilitation. Also discusses the theory of identity crisis (Erickson) and its application to the work adjustment process.

1185 Whitmore, P., The behavioral model as a tool for analyzing soft skills. In J. Fry, & P. Whitmore, Soft skills: Definition behavioral model analysis training procedures. Alexandria, Virginia: Human Resources Research Organization, 1974, 11-16.

Necessity for analyzing the soft skill jobs (i.e. job-related skills involving actions primarily affecting people and paper) as a prerequisite to evaluating the workers performance is discussed.

1186 Wilson, E., Assessing the readiness of blind persons for vocational placement. The New Outlook for the Blind, 1974.

The relationship of work to the needs, especially psychological, of clients is explored. Recommends complete evaluation and testing in order to develop a specific rehabilitation program. Also suggests that such a program might include intensive training and counseling especially for congenitally blind high school graduates prior to placement because the role played by work itself is an important part of the person's rehabilitation. Problem of individuals with unrealistic vocational goals is also discussed.

1187 Wilson, M., Job analysis for human resource management: A review of selected research and development. Washington, D.C.: Manpower Management Institute, 1974.

A literature review and discussion on four applications of job analysis--job restructuring, education and training program development, qualifications examining, and performance evaluation. Bibliography of job analysis materials included (DOL 21-11-73-40, available from NTIS)

1188 Barad, C., Role conflict among vocational evaluators: Sources, precursors, and adjustive correlates (Doctoral dissertation, University of Maryland). Ann Arbor, Michigan: University Microfilms, 1973.

Investigates potential sources of role conflict among vocational evaluators and the relationship between role conflict level and (a) reference group incongruence and (b) personal/vocational adjustment. Strategies for reducing, minimizing, or controlling intergroup conflicts are discussed along with recommendations for further research.

1191 Clark, D., & Pharr, D., A measure of self-actualization and maladaptive behavior. Unpublished masters thesis, DePaul University, 1973.

An investigation into the hypothesis that an essential requirement for effective sheltered workshop supervision is the necessity to provide for the floor supervisor an effective operational climate which allows an opportunity for maximum self-actualization on his part. Contends that absence of this opportunity will result in maladaptive behavior on the supervisor's part and will impede the client's progress in the rehabilitation process.

1196 University of Arkansas, Arkansas Rehabilitation Research and Training Center, The rehabilitation of the deaf--A training guide. Eleventh Institute on Rehabilitation Services. Fayetteville, Arkansas: Author, 1973.

Final report from the study group on the rehabilitation of the deaf. Topics include overview of rehabilitation of the deaf; communication; outreach; referral; vocational evaluation counseling and adjustment services; employment and job retention; community resources, development and utilization; and critical rehabilitation program components for serving the deaf. Also includes a selected bibliography.

1197 Foley, J., Task analysis for job performance aids and related training. Brooks Air Force Base, Texas: Air Force Human Resources Laboratory, 1973.

Presents several aspects of task analyses for maintenance jobs when such analyses are used as a basis for the development of job performance aids and job-oriented training. Reviews job observation, questionnaire, interview, and hardware analysis as some means which are available for identification of job tasks.

1199 Harris, M., & Venardos, M., Reducing test anxiety in a clinical population: A comparison of relaxation training, test orientation, and a therapeutic interview. Rehabilitation Counseling Bulletin, 1973, 16(3), 137-145.

A report of a study designed to investigate the effects of several procedures for reducing test anxiety in clients participating in a vocational evaluation in a rehabilitation center. Methods utilized included (a) presentation of a tape recording designed to induce relaxation, (b) presentation of a test orientation tape with accompanying booklet, and (c) a therapeutic interview encouraging expression of feelings.

1200 Hartlage, L., & Johnsen, R., Video playback as a rehabilitation tool with the hard-core unemployed. *Rehabilitation Psychology*, 1973, *20*(3), 116-120.

Report of a project in which videotape playback was evaluated as an approach to helping develop work behavior of hard-core unemployed clients in a work adjustment program at a rehabilitation facility. Variables measured included production, time working, socializing, and distractability.

1202 Korn, T., Guidelines for evaluation planning using the 3rd edition of the Dictionary of Occupational Titles as a model. Unpublished manuscript, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A step-by-step methodology to aid in planning for a client's evaluation program. Divided into two parts: (a) suggested procedure for use when the referral question is fairly job-specific, and (b) suggested procedure for use when the referral is exploratory (find out what jobs the client can do).

1206 Morin, B. (Ed.), Pre-vocational students aided by evaluation program. *The Enterprise* (Snohomish County, Washington), June 20, 1973.

A description of a cooperative prevocational program in which the Philadelphia JEVS Work Samples are used to determine skills, ability, aptitudes, and interests of students as a basis for further vocational guidance and counseling.

1207 Morris, J., & Permenter, N., *An automated vocational assessment system*. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1973.

A description of a general purpose vocational assessment battery developed to provide evaluation of vocational skills and capacities of vocational rehabilitation clients. Apparatus consists basically of a conveyor belt, small boards with appropriate tasks displayed on them, associated tools necessary to perform the tasks, and appropriate electro-mechanical equipment for timing, counting, and recording data from the tasks. Areas for evaluation include: matching, linear pursuit, tool identification, manipulation, multi-limb coordination, and measuring.

1209 Kay, H., Utilization of inmate aides within Division of Corrections work evaluation units. Unpublished paper, Florida State Prision, 1973.

A report of the utilization of inmates as evaluation aides in a Florida penal institution. Duties and supervision of aides and suggestions for operations in a penal institution are discussed.

1215 Schlamp, F., The development of a public assistance recipient perception inventory (PARPI). *Rehabilitation research report*, #FSS 73-12-1, Sacramento: State of California, Health and Welfare Agency, Department of Rehabilitation, 1973.

Reports on a method of determining the perceptions of disabled welfare recipients in the following five attitudinal areas: self perception, dependency, official agencies, the world of work, and personality configurations. A 101 item sample scale is included along with discussion of other studies on attitude measurement.

1217 Bootzin, R., & Kazdin, A., The token economy: An evaluative review. *Journal of Applied Behavior Analysis*, Monograph Number 1, 1972, *5*(3), 1-30.

Review of the use of token economies in a wide range of settings. Advantages of the procedure are described; however, principle discussion regards the obstacles which may impede its implementation and therapeutic efficiency such as problems in staff training, client resistance, circumvention of the contingencies, nonresponsiveness of subjects, and non-generalization of behavior gains.

1218 Hume, B., The problems of assessment, ergonomics, equipment design and modification and job training of the heavily handicapped. *Productivity and the cerebral palsied*. Sydney, Australia: In Centre Industries, 1972.

Describes the use of a specific work measurement technique (MODAPTS or Modular Arranged Predetermined Time Standards) as a means of assessing effectiveness in performing work-related motions. Also discusses a number of principles relative to the use of the body and the work place.

1219 Malmberg, P., & Morley, R., *Vocational evaluation and curriculum modification*. Des Moines, Iowa: Iowa Department of Public Instruction, 1972.

Proceedings of a workshop for school personnel on the use of vocational evaluation in school programs. Chapters include: Adult needs of the mentally retarded (Morley), Evaluating the vocational potential of the educable mentally retarded (Brolin), Job analysis--the key to effective job-and-people-matching (Lawry), Matching students with jobs--a real challenge (Lawry), Vocational evaluation through the use of work samples (Krehbeil), Reason for work sampling at Kennedy High School (Erickson), Evaluation of work sampling (Oxenford), Job samples (Jahncke), The Reading Free Vocational Interest Inventory (Becker), The evaluation and modification of work behavior of educable mentally retarded clients (Chaffin), The employee Q sort (Chaffin), and Student Q sort (Morley), and Combining information and procedures related to rendering students employable (Morley).

1220 National Task Force on Welfare Reform and Rehabilitation Planning, Evaluation of rehabilitation potential under welfare reform. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, 1972.

Defines evaluation under welfare reform, identifies caseload to be evaluated, describes evaluation process, criteria for selecting the kind of evaluation appropriate for the particular individual, and discusses guidelines for evaluation in rehabilitation facilities.

1221 Rosenberg, B., TOWER: Vocational testing of the Handicapped. International Rehabilitation Review, 1972, 23(3 & 4), 14-16.

A discussion of the reasons for the development of the TOWER Work Sample Battery at the Institute for the Crippled and Disabled, New York. Also included are criteria for the development of work samples and emergence of the vocational evauator as a professional in the field of rehabilitation.

1223 Fine, S., & Wiley, W., An introduction to functional job analysis. Kalamazoo, Michigan: W. E. UpJohn Institute for Employment Research, 1971.

Discusses functional job analysis in terms of the following: (a) a conceptual system defining dimensions of work activity and thus a way of conceiving the world of work, (b) an observational method and thus a way of looking at people at work, and (c) method for evaluating the design of work and its performance. Describes methodology for application of functional job analysis.

1225 Krantz, G., Manual vocational behaviors scale (experimental). St. Paul, Minnesota: Minnesota Department of Education, Vocational-Technical Division and Special Education Section, 1971.

Includes manual for use of the scale and also an example of the scale. Emphasizes that the scale is intended to describe behavioral dimensions that are not abstract and for which something can be done.

1226 U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Case recording and reporting in rehabilitation facilities. Washington, D.C.: Author, 1971.

Covers the following points in effective case recording and reporting: value of case recording, helpful hints in case recording, case record content, case reporting to other agencies, maintenance of client records, evaluation of client records and standards for records and reports.

1228 U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Standards for rehabilitation facilities and sheltered workshops. Washington, D.C.: Author, 1971.

Standards and major principles in the areas of: organization and administration services (including work evaluation and work adjustment), facility staff, client considerations, record keeping and reports, community relations and safety. (Basically a revision of the 1965 Standards for Rehabilitation Centers and Facilities.)

1229 Buehler, R., Job-related behavior rating scale. Training and Development Journal, 1969, 23(3), 14-20.

Reports on a study in which the purpose was to (1) develop and test a procedure for determining what specific job-related behaviors (excluding technical skills) are required for job retention and (2) to test a procedure for constructing a behavior rating scale to measure acquisition of specific job retention behaviors.

1230 Lerman, A., et al., The development of measures of vocational interests and relevant aptitudes for the deaf. Jackson Heights, New York: Lexington School for the Deaf, 1969.

Reviews the literature in regard to the measurement of vocational interest and aptitudes of the deaf. Discusses problems with available measurement instruments and includes samples of interest testing material developed at the authors' facility. (RD-2453-5; PB 234-655)

1231 Campbell, B., & Strother, K., Goodwill Industries of Cleveland rehabilitation program. Cleveland: Goodwill Industries of Cleveland, n.d.

A manual for the rehabilitation program at Goodwill Industries of Cleveland. Included are briefs of the following: PREP Program (Parolee Rehabilitation Employment Program), Job Readiness Program, Job Placement, Off The Street Hiring Program, and Psychological Services. Evaluation program section includes description in the areas of clerical, payroll computation, small appliance repair, upholstery and furniture repair, key sorting, pipe assembly, door lock assembly, picture postcard assembly, carburetor assembly, sewing, bicycle repair, mechanical drafting, and ladder assembly. Work adjustment training section includes description on shoe repair, dry cleaning, laundry, pressing, sales clerk, janitorial, machine shop, small machine repair, and cafeteria.

1232 Rabucha, W., Work evaluation reports and reporting. Unpublished manuscript, Florida, n.d.

The following points are discussed: importance of good report writing, problem areas, relevancy of observations, different forms of reports, contents, sequential progress notations, behavioral observation reporting, client folder, logical proceeding, final report, prescription and prognosis, and the appearance of the report. Also includes a variety of sample forms.

1233 Segedi, R., & Strother, K., GWI work sample evaluation program. Cleveland: Goodwill Industries of Cleveland, n.d.

A description of the work sample program of Goodwill Industries of Cleveland. Includes brief description of the following tasks: color discrimination, design discrimination, lettering, key sort, packaging, order invoice, measuring, filing, computation, assembly, drafting, soldering and sewing.

1235 Downs, S., & Smith, M., Trainability assessments for apprentice selection in shipbuilding. Journal of Occupational Psychology, 1975, 48, 39-43.

Trainability assessments were designed for predicting apprentice performance in four skills in the shipbuilding industry--pipe-working, metal using, fitting and electrical. Advantages and problems in the use of trainability assessments are discussed.

1236 Olshansky, S., Work samples: Another view. Rehabilitation Literature, 1975, 36(2), 48-49.

Discusses limitations of work samples including provoking of client anxiety, lack of opportunity for the client to demonstrate learning ability, lack of mutual planning by client and evaluator in the selection of work samples, client receiving less than a fair chance to demonstrate real working capacity, and lack of evidence of true predictive capability of work sampling.

1237 Baker, F., Baker, R., & McDaniel, R., Denormalizing practices in rehabilitation facilities. Rehabilitation Literature, 1975, 36(4), 112-115.

Points out that many rehabilitation practices in facilities are denormalizing in that they create anxiety and increase the deviance of those persons receiving rehabilitation services. Cites examples of practices which lead to denormalization and emphasizes need for normalizing rehabilitation services.

1238 Nadolsky, J., Specialization: Its nature and effects (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 2-7.

Explores specialization and its effects upon its parent discipline and other related disciplines. Emphasizes need for consistent and orderly development within a discipline in order to avoid overlap in function and also to reduce jealousy and conflict between disciplines.

1239 Brewer, E., Miller, J., & Ray, J., The effect of vocational evaluation and work adjustment on clients' attitude toward work. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 18-25.

Purpose of the study was to evaluate the effect of (1) vocational evaluation on clients' attitude toward work and (2) work adjustment following vocational evaluation on clients' attitude toward work. The Employment Readiness Scale (Alfano) findings indicate that subjects who participated scored significantly higher in attitude toward work than control subjects.

1240 Lee, J., Procedural changes and client outcome in a work adjustment facility. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 26-30.

Results of a study suggest that time can be reduced and success can be increased in work adjustment by the following interventions: increased client participation, development of a comprehensive rehabilitation plan, increase in on-the-job guidance, and behavior modification with monetary reinforcement.

1241 Esser, T., The workshop environment: Some essential considerations. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 31-35.

Emphasizes need for a realistic work environment in a workshop in order for the client to learn the demands of a true commercial or industrial setting. Discusses production-rehabilitation, work dichotomy, implications of the use of the "make work" variety of tasks and activities, and advantages of a businesslike approach to sheltered workshop operation.

1242 Young, W., Effecting human change: Considerations and methods. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 36-41.

Begins with the premise that change is essential to survival. Emphasizes that in structuring a facilitative relationship to affect human change, the importance of establishing a proper atmosphere in the initial stage is necessary. Specific techniques are described which are useful in assuring that change occurs.

1243 Barton, E. (Ed.), Behavioral objectives: The key to meaningful client rehabilitation plans, rev. of Mager, R., Preparing instructional objectives and Mager, R., Goal analysis (Fearson Publishers). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 42-48.

A topical review of the above books by Mager and discussion on importance of establishing understandable, measurable, and achievable behavioral objectives for client rehabilitation plans.

1244 Wiinamaki, M., MDC Job Quest Series. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 49-51.

A description of the MDC Job Quest Series, an audio-visual program designed for rehabilitation clients to help prepare them for job seeking skills. Divided into three parts, the series contains (1) identification and utilization of different community resources for job information, (2) preparation of a resume, and (3) preparing for an interview.

1245 Esser, T., The Work Adjustment Program: An Overview. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 51-52.

A description of the audio-visual program entitled The Work Adjustment Program: An Overview. The primary purpose of this program is to provide vocational evaluation, work adjustment, and other rehabilitation personnel with a basic model for work adjustment programs.

1246 Dunn, D., Characteristics of vocational evaluation service recipients. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 8-17.

The results of a survey to determine various characteristics of vocational evaluation clients are reported upon including referral sources, demographic characteristics, vocational characteristics, handicapping and disabling conditions, functional disabilities, recommended vocational outcomes, and recommended services.

1247 Hackman, J., & Oldham, G., Development of the job diagnostic survey. Journal of Applied Psychology, 1975, 60(2), 159-170.

The properties and uses of the Job Diagnostic Survey (JDS) are described. The JDS is intended to (a) diagnose existing jobs to determine if (and how) they might be redesigned to improve employee motivation and productivity, and (b) to evaluate the effects of job changes on employees.

1248 Dickey, T., Meeting the vocational needs of the older blind person. New Outlook for the Blind, 1975, 218-225.

Vocational placement of older blind people is discussed. Statistical data on desirability of hiring older workers is reviewed, along with pointers on responding to employers objections. Categorizes older blind persons as falling into four groups--minimal, average, sheltered, and special--each requiring a different level of placement services. Relationship of past work experience to new job possibilities is also explored.

1249 Cohen, M., & Close, D., Retarded adults' discrete work performance in a sheltered workshop as a function of overall productivity and motivation. American Journal of Mental Deficiency, 1975, 79(5), 526-529.

Production times of retarded adults in a sheltered workshop were analyzed in terms of actual time working as opposed to actual time not working and under conditions of standard and high motivation. Under standard conditions, low productivity was primarily the result of more time spent not working. High motivation weakened this effect. Results are discussed in terms of cognitive vs. motivational interpretations of individual differences in work performance.

1250 Bateman, S., Application of Premack's generalization on reinforcement to modify occupational behavior in two severely retarded individuals. American Journal of Mental Deficiency, 1975, 79(5), 604-610.

Premack's generalization that a more probable response will reinforce a less probable one was applied to modify vocational behavior of two severely retarded individuals. Practical advantages of utilizing Premack's generalization as a reinforcement technique for motivating retarded individuals in rehabilitation settings is examined.

1251 Youry, M., GULHEMP: What workers can do. Manpower, 1975, 7(6), 4-10.

A description of the GULHEMP scale, a system for testing an older worker's physical condition for work and in which job analysis is also completed so that the worker can be matched to the demands of the job. GULHEMP is an acronym for G-general physique, U-upper extremities, L-lower extremities, H-hearing, E-eyesight, M-mentality, and P-personality.

1252 Kopstein, F., & Klores, M., Work sample technique: A reply to Olshansky. Rehabilitation Literature, 1975, 36(5), 141-142.

A reply to Olshansky's article Work Samples: Another View. Discusses work samples as a learning opportunity, work samples versus psychological tests, and work sampling as a situation controlled by the evaluator.

1253 Olshansky, S., Reply to Kopstein and Klores. Rehabilitation Literature, 1975, 36(5), 142.

A reply to the article written by Kopstein and Klores entitled Work Sample Technique: A Reply to Olshansky. Primarily discusses their point of view on work samples and learning capacity.

1254 Brolin, J. (Ed.), Agricultural evaluation at Iowa Lakes. Spotlight VII, 1975, 1(1), 5-6.

A description of the agricultural evaluation program at Iowa Lakes Community College, Emmetsburg, Iowa. This is a junior college program designed to (a) provide evaluation in agricultural and natural resources to determine the individual's potential for entry into direct employment, existing farming programs at area vocational technical schools, degree programs, and on-the-job training and (b) allow involvement in and demonstration of skill in agricultural areas for disability groups not normally considered feasible for such entry.

1255 Packard, R., A pre-admission screening battery: A concurrent validation of the McCarron-Dial Work Evaluation System. Unpublished masters thesis, University of Texas Health Science Center at Dallas, Dallas, Texas, 1975.

The purpose of the investigation was to examine the utility of an abbreviated version of the McCarron-Dial Work Evaluation System as a pre-admission screening tool to identify the levels of vocational functioning of mentally retarded clients.

1256 Erickson, R., & Guinn, F., An approach to improving the vocational evaluation process. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

Contains a brief description of the vocational evaluation unit at the Institute for Physical Medicine and Rehabilitation, Peoria, Illinois. Discusses the use of a Management by Objectives system (MBO) which is incorporated into the vocational evaluation process. The purpose of the MBO system is to have superiors and subordinates agree upon and define common goals.

1257 Macon County Rehabilitation Facilities, Implementing the MBO-goal attainment model for individual client programming. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

A brief outline of Management by Objectives - goal attainment, "behavior" goal specifics, perspectives, ultimate quality, determinations and an example of a goal attainment contract.

1258 Chicago Goodwill Industries, Utilization of video equipment at Chicago Goodwill Rehabilitation Center. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

A brief description of the use of video equipment is described for the following areas: job seeking skills, job interviewing, and group interaction problem solving.

1259 Poor, C., et al., Vocational potential assessment. *Archives of Physical Medicine and Rehabilitation*, 1975, *56*, 33-36.

Discusses the four approaches to vocational assessment--mental testing, work sampling, situational analysis and job tryouts--as previously described in *Work and Human Behavior* by Neff.

1260 Kuna, D., Meditation and work. *Vocational Guidance Quarterly*, 1975, *23*(4), 342-346.

Proposes that vocational evaluators, adjustment specialists, other rehabilitation personnel and clients use the technique of transcendental meditation (TM) as a method to strengthen their sense of physical and psychological self.

1261 Currie, L., An index of vocational awareness. *Vocational Guidance Quarterly*, 1975, *23*(4), 347-353.

A report of research which attempts to make operational the construct of vocational awareness. Discusses the use of the Vocational Awareness Index (VAI) which was developed to measure vocational awareness construct and the Career Maturity Inventory (CMI), an instrument designed to measure maturity as it applies to vocational aspects.

1262 Luce, D., & Mueller, L., Evaluating the severely disabled: A case study. *Rehab Review*, 1975, *1*(1).

A description of the controlled environmental laboratory evaluation, a system used primarily for the severely disabled at Goodwill Industries, Milwaukee. The purpose of the laboratory is to measure in-depth cognitive, psychomotor and affective functioning, a process which precedes on-the-job evaluation and situational assessment.

1263 Best, D., The Goodwill Evaluation Center report format. *Rehab Review*, 1975, *1*(1).

Describes a work evaluation report developed at Goodwill Industries of Milwaukee which is based upon the data-people-things relationship from the *Dictionary of Occupational Titles*.

1264 Bodien, J., Vocational evaluation: A functional analysis. *Rehab Review*, 1975, *1*(1).

A brief description of the vocational evaluation program at Goodwill Industries, Milwaukee, which includes intake, psychometric testing and work sampling, situational assessment and on-the-job evaluation.

1265 Rosinsky, R., Program evaluation. *Rehab Review*, 1975, *1*(1).

A description of the program evaluation system which is being instituted at Goodwill Industries, Milwaukee. The focal point is the measurement of operationally defined objectives stated in terms of client outcome.

1266 Hutchison, J. (Ed.), *Goodwill Industries of America rehabilitation manual*. Washington: Goodwill Industries of America, 1975.

This manual is a compilation of rehabilitation materials utilized and developed by the National Goodwill office and approximately 85 Goodwill Industries across the United States. Major sections include procedures for intake, individual rehabilitation planning, procedures for evaluation services, procedures for adjustment services, job readiness, placement services, and advocacy services.

1267 Nadolsky, J., Action, mobility, and independence (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 3-6.

Analyzes mobility from the point of view that personal development, growth, and independence is highly related to that factor and to the understanding that the individual has of himself.

1268 Moore, E., On making ourselves contingent reinforcers. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 7-11.

Emphasizes that the effectiveness of rehabilitation training could be enhanced if there were greater awareness, development, and systematic utilization of social reinforcement (as opposed to token systems). Includes discussion on increasing and improving the reinforcement value of staff persons.

1269 McDaniel, R., Baker, F., & Freeman, E., Extending behavior modification to the natural environment for work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 12-18.

Behavior modification techniques used in the rehabilitation facility may be effective in reducing maladaptive behavior and increasing workshop performance; however, the problem may be that there is often times a reduction in the frequency of the desired behavior upon leaving the controlled environment. Discusses need for and advantages of extending behavior modification outside of the rehabilitation setting.

1270 Raymond, E., Measuring the interpersonal aspects of work behavior. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 19-23.

Points out that most work sample batteries appear to overlook a necessary and critical worker characteristic - goal oriented group behavior or the measurement of interpersonal aspects of work behavior. Discusses methods for development of group oriented tasks and methods for measurement.

1271 Simmons, M., A survey of Georgia rehabilitation counselors' opinions about vocational evaluation reports. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 24-28.

A report in which a group of Georgia rehabilitation counselors were interviewed in regard to the following questions about evaluation reports: (a) what type of evaluation reports do you prefer? (b) what criticisms do you have of the evaluation reports? and (c) what suggestions do you have for improving evaluation reports? Results are compared to similar studies completed in Tennessee and Florida.

1272 Nadolsky, J., Establishment of a basis for the development of a simulation training program for vocational evaluators. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 29-41.

Report of a study undertaken to establish a basis and structure for development of a complete simulation training program for vocational evaluators. Discusses the use of the Model for Vocational Evaluation (Nadolsky) which contains ten variables leading to a logical vocational choice as a basis for the application of simulation and training methods.

1273 Barton, E. (Ed.), Assessing the employability of the trainable mentally retarded: Tools and issues, rev. of Timmerman, W. and Doctor, A., *Special applications of work evaluation techniques for prediction of employability of the trainable mentally retarded* (Quadco Rehabilitation Center). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 42-58.

A review and discussion of Timmerman and Doctor's *Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded*.

1274 Brandon, T., et al., Valpar Component Work Sample System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, 8(2), 59-63.

A review and description of the Valpar Component Work Sample System.

1275 Rosen, M., & Zisfein, L., *Personal adjustment training*, Volume I. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Describes a group counseling curriculum for use within institutions for the mentally handicapped. The procedure is designed to ameliorate those social deficiencies associated with institutionalized and cognitive defects. Sections include: self-evaluation, identity, self-concept, acquiescence, exploitation, assertive training, heterosexual training, independence, decision making, initiative and recapitulation.

1276 Rosen, M., & Zisfein, L., *Personal adjustment training*, Volume II. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Provides guidelines for a structured group counseling program designed to teach assertive responses to the mentally handicapped. Aimed at mentally handicapped who demonstrate patterns of compliance, withdrawal, passivity, and unqualified obedience.

1277 Hoffman, M., & Rosen, M., *Personal adjustment training*, Volume III. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Describes a structured group counseling program designed for mentally handicapped persons who demonstrate bizarre or inappropriate behaviors which would be unacceptable in the community. Uses group dynamic approaches and self-confrontation techniques to help the client label and recognize his inappropriate behavior and become motivated to change.

1278 Crow, S. (Ed.), *Positions on the practice of vocational evaluation*. Washington, D.C.: Vocational Evaluation and Work Adjustment Association, 1975.

A collection of reports on topics from the Vocational Evaluation and Work Adjustment Association project. Contents include the following: The Vocational Evaluator (Self Story--Charles Richman, A Task Analysis--Raymond Ehrle, Knowledge and Skills--Randall McDaniel, and Training--Robert Mayes); The Evaluator's Tools (Work Samples--Arnold Sax, Work Samples--Harold Kulman, Situational Assessment--Dennis Dunn, The Evaluator as the Synthesizor--Jack Genskow, and Building New Self-Concepts in the Client--Thomas Brandon); Human Dynamics (The Client and the Evaluator--John Killian, Evaluator and Counselor--Robert Davis, The Evaluator and Other Professionals--Bernard Rosenberg, The Evaluator and the Facility Staff--Shirley Whipp); The Delivery System (The Decision to Refer to Vocational Evaluation--Avis Peterson, Milieu-Study--Horace Sawyer, Client Participation in Evaluation--B. Douglas Rice, The Validity and Use of Vocational Evaluation--Donn Brolin).

1279 Botterbusch, K., & Esser, T., *A selected, annotated bibliography of books on behavior modification*. Menomonie, Wisconsin: University of Wisconsin - Stout, Dept. of Rehabilitation and Manpower Services, Materials Development Center, 1974.

The purpose of this bibliography is to provide vocational evaluation and work adjustment professionals with a selected list of books on behavior modification. The bibliography is divided into three sections: basic, intermediate and advanced. The basic books are meant for those who have little or no background in psychology or behavior modification. Intermediate level books are intended for those with some background. Advanced books are generally intended for those who may have academic training in psychology and who desire to explore behavior modification in depth.

1280 Esser, T., & Scheinkman, N., Improving client participation in vocational rehabilitation planning through audio-visual orientation. *Journal of Applied Rehabilitation Counseling*, 1975, *6*(2), 88-95.

Supports the use of audio-visuals to provide a technique for orienting clients to the programs and services of individual rehabilitation facilities. Contends that client success in completing rehabilitation programs would improve as a result of such orientation.

1281 Fletcher, A., & Mueller, P., Work adjustment training. *Rehab Review*, 1975, *1*(2).

A description of the WAT (Work Adjustment Training) program at Goodwill Rehabilitation Center, Milwaukee, Wisconsin, including time in training, rate of pay, and techniques used.

1282 Baker, S., & Hansen, R., Job design and worker satisfaction: A challenge to assumptions. *Journal of Occupational Psychology*, 1975, *48*(2), 79-91.

This report finds that modest differences in the structure of jobs are not related to job satisfaction and that there is no interaction between the workers orientations and the nature of the jobs which influences satisfaction.

1283 Muchinsky, P., Utility of work samples. *Personnel Journal*, 1975, 218-220.

Discusses the use of work samples as a means of complying with the EEOC (Equal Employment Opportunity Commission) guidelines on personal selection, which stipulate that tests designed to measure eligibility for hire must demonstrate evidence of content validity.

1285 Johnson, W., Korn, T., & Dunn, D., Comparing three methods of presenting occupational information. *The Vocational Guidance Quarterly*, 1975, *24*(1), 62-66.

Report of a study, the purpose of which was two-fold: first, to demonstrate a method for local development of slide-tape occupational information materials, and second, to determine whether the slide-tape presentation was a more effective means of conveying this information than a printed or an oral presentation.

1286 Schmidt, D., Prediction of success in clerical occupations from ability test scores. *The Vocational Guidance Quarterly*, 1975, *24*(1), 68-72.

Study examines two null hypotheses--that the ability level of three groups of clerical employees - high, medium, and low - had no relationship to the employees satisfactoriness scores (not rejected) and that the ability level of three groups of clerical employees - high, medium, and low - had no relationship to the employees satisfaction scores (rejected).

1287 Latham, G., Wexley, K., & Pursell, E., Training managers to minimize rating errors in the observation of behavior. *Journal of Applied Psychology*, 1975, *60*(5), 550-555.

Report of the results of a study in which managers were assigned to either a workshop, a group discussion, or a control group. Workshop and group discussion was directed toward elimination of the following rating behaviors: contrast effects, halo effect, similarity, and first impressions.

1288 Borman, W., Effects of instructions to avoid halo error on reliability and validity of performance evaluation ratings. *Journal of Applied Psychology*, 1975, *60*(5), 556-560.

Report of a study which investigated the effect of short-term training to reduce halo error in performance ratings.

1289 Borman, W., & Dunnette, M., Behavior-based versus trait-oriented performance ratings: An empirical study. *Journal of Applied Psychology*, 1975, *60*(5), 561-565.

Rater's evaluated the performance of subordinates using (a) behaviorally anchored scales, (b) scales containing the same dimensions and definitions but without behavioral anchors, and (c) a series of scales involving trait-oriented dimensions, also without anchors.

1290 Mitchel, J., Assessment center validity: A longitudinal study. *Journal of Applied Psychology*, 1975, *60*(5), 573-579.

Data on managers attending an assessment center was examined for changes in validities over a period of time. Peer and assessor ratings were found to be significantly correlated with a criterion of salary growth.

1291 Gael, S., Grant, D., & Ritchie, R., Employment test validation for minority and nonminority clerks with work sample criteria. Journal of Applied Psychology, 1975, 60(4), 420-426.

Report of a study by American Telephone and Telegraph in which ten tests of intellectual ability and perceptual speed and accuracy were validated against specially developed clerical work samples given to minority employees and white employees. A combination of four tests was significantly predictive of clerical proficiency for each ethnic sample and for the total combined sample.

1292 Fine, S., Holt, A., & Hutchinson, M., Functional job analysis: An annotated bibliography. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1975.

An annotated bibliography of the literature which has been published on the subject of functional job analysis.

1293 Mallik, K., & Sablowsky, R., Model for placement-job laboratory approach. Journal of Rehabilitation, 1975, 41(6), 14-20.

Provides a description of the Job Development Laboratory at George Washington University. A system for matching severely disabled to appropriate jobs details the use of job analysis, evaluation of physical and mental functioning, use of bioengineering aids and other adaptive measures. Cost benefit analysis information included.

1294 Wehman, P., Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

A curriculum of social skills deemed necessary for successful vocational adjustment is presented for developmentally disabled clients. The curriculum is presented in a 4 phase hierarchical format of increasing complexity levels: personal care, primary interaction, job and community survival, and advanced interaction.

1295 Goodwill Industries of North Central Pennsylvania, Inc., Manual of vocational rehabilitation services for handicapped individuals. DuBois, Pennsylvania: Author, 1975.

Manual outlines and describes the services available from Goodwill Industries of North Central Pennsylvania. Contents include definition and goals, objectives, flowcharts, procedures, and necessary personnel in the following areas: intake, evaluation, work adjustment, job readiness and placement, and sheltered employment. Additional sections include advocacy services, program evaluation, and skill training areas (laundry and pressing, pricing of soft and hard goods, merchandising and sales, office clerical, shoe repair and orthopedic shoe repair, truck helper, maintenance and custodial, janitorial, appliance repair, machine tool operators, electronic coil winding).

1296 Goldberg, R., Vocational and social adjustment after laryngectomy, Scandinavian Journal of Rehabilitation Medicine, 1975, 7, 1-8.

Study examined the vocational and social adjustment of 62 persons with cancer of the larynx. The purpose was to determine the best predictors of such adjustment. These were removation, realism, rehabilitation outlook, previous vocational plans, highest educational grade, educational plans, and acquisition of speech.

1297 Tichauer, E., Occupational biomechanics: An introduction to the anatomy of function of man at work. New York: Institute of Rehabilitation Medicine, New York University Medical Center, 1975.

The purpose of this booklet is to provide information about the anatomy of function of man at work and also information on the anatomical basis of work-place design. Chapter titles include anatomy of function, work tolerance, hand tools, materials handling and lifting, and measurement and evaluation in biomechanics.

1298 Hillis, R., Hall, J., & Roth, S. (Comp.), Work experience programs for the handicapped: An annotated bibliography, No. 8. Los Angeles: California State University, Rehabilitation Counseling Program, 1975.

Materials covered in this bibliography are for the period July, 1970, through June, 1974, and pertain to work experience programs for the handicapped. This is the eighth issue in the series (formerly referred to as Workshops for the Handicapped).

1299 Georgia Division of Vocational Rehabilitation, Training manual: Dictionary of Occupational Titles. Atlanta, Georgia: Author, 1974.

This manual is designed to increase understanding of and appreciation for the value of the Dictionary of Occupational Titles. Besides a description of the content of each of the volumes in the third edition of the Dictionary of Occupational Titles, exercises are provided to assist in learning how to use the various volumes as a system for gaining occupational information. This document was developed primarily for evaluation and other rehabilitation personnel by a committee of the Georgia Dept. of Vocational Rehabilitation.

1300 Esser, T., Individualized client planning for work adjustment services. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses the importance of an individualized work adjustment plan and provides instruction in the use of (a) the Individualized Work Adjustment Plan Form, and (b) Individual Goal Sheet. Examples are included to assist work adjustment personnel in evaluating their own work adjustment programs as well as work adjustment plan development.

1301 Sandler, J., & Turner, W., Vocational preparation of the hardcore unemployed: The token economy. Rehabilitation Counseling Bulletin, 1973, 17, 79-91. Also appears in T. Esser and K. Botterbusch (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses the use of a token economy system of behavior modification with the hard core unemployed. Basic characteristics of a token program plus several case studies are included.

1302 Roos, P., Human rights and behavior modification. Mental Retardation, 1974, 12(3), 3-6. Also appears in T. Esser and K. Botterbusch (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses critical ethical and moral issues in the use of behavior modification procedures. Use of aversive conditioning and control of behavior is raised in particular.

1303 Botterbusch, K., & Esser, T. (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

This publication is designed to present a book of readings dealing with token economies within rehabilitation settings; more specifically, most of the articles deal with token economies in sheltered workshop work adjustment programs. Part I, the introduction, explains basic concepts and an overview of the topic. Part II, successful token economy programs describes several programs which have proven effective in changing behavior. Part III, human rights and ethical values, deals with the moral implications of behavior modification.

1304 Butz, G., & DeRisi, W., Writing behavioral contracts: A case simulation practice manual. Champaign, Illinois: Research Press, 1975.

A case simulation practice manual designed to teach basic concepts in behavioral counseling and the writing of behavioral contracts. Contracting is a technique used to structure behavioral counseling by making each of the necessary elements of the process so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to everyone included.

1305 Nevil Interagency Referral Service, Inc., Use of work samples with blind clients. Philadelphia, Pennsylvania: Author, 1975.

A final report of a conference held in New Orleans, 1975, to examine the use of work samples for blind clients. Includes the following: review of literature on work samples and commercial work sample systems, reports on the role of work samples, special measures and modifications related to blindness, and evaluation of the work samples. Speech titles include: What the counselor is looking for by way of reports from work evaluation facilities (Bogardus); Work evaluation through job sample usage (Yoder), JEVS Work Sample program (Zimmerman); Using the TOWER System with blind clients (Oberly); Work samples and the growing challenge of evaluation (Lorenz).

1306 Rosinsky, R., Evaluating the severely disabled: The controlled environmental laboratory evaluation. Rehabilitation Literature, 1975, 36(10), 302-305, 320.

Describes the Controlled Environmental Laboratory (CEL) at Milwaukee Goodwill Industries, a special laboratory designed to evaluate the severely disabled. Includes information on funding and description of the evaluation areas including vocational, behavioral, cognitive and perceptual-motor capabilities. Focus is on identifying a beginning for remedial programming--analysis of research is also included.

1307 Kazdin, A., Behavior modification in applied settings. Homewood, Illinois: The Doresy Press, 1975.

The purpose of the book is to provide an introduction to behavior modification techniques in applied settings. The major focus is placed upon the application of operant principles, implementation of behavior modification techniques and measurement, and evaluation of program effectiveness. Other topics include misconceptions of behavior modification, positive reinforcement, punishment and negative reinforcement, extinction, self-control, response maintenance, transfer of training, and ethical considerations.

1308 Couch, R., Vocational evaluation of the severely disabled. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 89-93.

Problems of providing services to the severely disabled, such as lack of counselor interest and motivation, lack of adequate facilities, and lack of trained evaluators operating within the facilities are discussed.

1309 Couch, R., The Vocational Evaluation and Work Adjustment Association. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 94-97.

A description of the history, growth, and purposes of VEWAA (Vocational Evaluation and Work Adjustment Association)

1310 Gaines, T., The Vocational Evaluation and Work Adjustment Association: Present and future. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 98-104.

Present purposes and future goals of the VEWAA organization are discussed as related to both national and state efforts.

1311 Sax, A., Adjustment services for the severely disabled. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 105-110.

Speaks of the need for adjustment services to encompass all problems a client may encounter in addition to work related behaviors. Commitment to the belief that the severely disabled can be rehabilitated is discussed and the need for training in and use of available adjustment literature and materials.

1312 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1974 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1975.

Contains descriptive annotations of 108 articles, speeches, and publications related to work evaluation and adjustment, primarily from the year 1974. Features both a KWOC (keyword-out-of-context) index for location of material by subject area and an author index. KWOC index includes titles to all documents in MDC literature collection.

1313 Dunn, D., et al., Vocational evaluation services in the human services delivery system. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 1, 7-48.

The final report of Task Force #1, VEWAA Project, discusses the role and function of vocational evaluation services in relation to goals and objectives of human service delivery systems including vocational rehabilitation, education, and manpower programs. Goals and benefits of vocational evaluation services are developed, along with cost effective ways of delivering the services. Fiscal, agency structure, professional, personnel, philosophical, communication and referral barriers to the effective delivery of vocational evaluation services are discussed.

1314 Kulman, H., et al., The tools of vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 1, 49-64.

The final report of Task Force #2, VEWAA Project, discusses the tools of vocational evaluation. They are categorized, defined, and discussed as (a) situations as tools, on-the-job evaluation, job site situation, production work situation, trial training situation, and simulated job stations; work samples including actual job samples, simulated job samples, single trait samples, cluster trait samples, advantages and disadvantages, standards, norms, administration, considerations, and psychometrics; (b) resource tools including occupational information, client information, job analysis and audio-visual materials; (c) applied tools include discussion of interviewing procedures, observational procedures, and reporting procedures. Accountability as it applies to evaluation is also discussed and proposals are made for the improvement of practices in the field.

1315 Piccari, J., et al., Standards for vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 2, 68-84.

The purpose of Task Force #5, VEWAA Project, was to study the standards for accreditation presently used by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the National Accrediting Council (NAC), and to make recommendations for items to be added to the existing CARF and NAC standards to strengthen the evaluation sections. Proposed standards for vocational evaluation programs included.

1316 Ehrle, R., et al., Glossary of terms used in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 2, 85-93.

The final report of Task Force #7, VEWAA Project, includes 73 definitions of terms used in vocational evaluation.

1317 Anderson, J., et al., The evaluator team approach to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 99-120.

The final report of Task Force #4, VEWAA Project, discusses the team concept; communication with peers, other professionals and the client; concerns about the professional status of the evaluator, including role, acceptance, and training of; and also dealing with barriers to the implementation of the evaluator team.

1318 Hutchison, J., et al., The evaluator. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 121-140.

The final report of Task Force #3, VEWAA Project, discusses role, function, knowledge and skills of the vocational evaluator. Characteristics of evaluators includes background, training, and salary.

1319 Smith, D., et al., The relation of vocational evaluation to organizations and educational institutions. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 141-161.

The final report of Task Force #6, VEWAA Project, was to report on the education and training of vocational evaluators and also the relationship of VEWAA (Vocational Evaluation and Work Adjustment Association) to universities which may provide training to other professional and legal organizations and to other professional associations.

1320 Poor, C., Vocational rehabilitation of persons with spinal cord injuries. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C.: The George Washington University Medical Center, Job Development Laboratory, 1975, 153-160.

Discusses the rehabilitation of those with spinal cord injuries in terms of the following factors: physical functioning, educational level, age, work history, family involvement, community resources, transportation, vocational training, rehabilitation counseling, and client motivation. Includes a list of jobs which have been performed by paraplegics and quadriplegics.

1321 Mallik, K., Vocational direction through information handling technology. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C: The George Washington University Medical Center, Job Development Laboratory, 1975, 78-86.

Discusses the work of the Job Development Laboratory at the George Washington University in exploring and initiating training programs in information handling skills for severely disabled persons such as those who are afflicted with myasthenia gravis, rheumatoid arthritis, spinal cord injury, and cerebral palsy.

1322 Smolkin, C., The anti expert approach to vocational exploration: Vocational evaluation. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C.: The George Washington University Medical Center, Job Development Laboratory, 1975, 75-77.

Briefly discusses some of the basics of vocational evaluation including psychological tests, work samples, and on-the-job tryouts. Applies Maslow's Need Theory and Buehler's Life Stage Theory to the effects of disability.

1323 Cull, J., & Hardy, R., Modification of behavior of the mentally retarded: Applied principles. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

According to the authors, the purpose of the text is to look at some of the pragmatic behavior modification approaches which have proven successful in the rehabilitation of the mentally retarded. Topics include vocational potential of the mentally retarded, token economies, peer group influence in behavior modification, modeling, development of psychological and rehabilitation counseling services for the retarded, special problems in residential facilities, and functional retardation.

1324 Cull, J., & Hardy, R., Modification of behavior of the mentally ill: Rehabilitation approaches. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings which includes the following topics: definition of mental illness, use of behavior modification techniques with the mentally ill, group therapy with alcohol abusers, group counseling with mentally handicapped, services and organizations of the rehabilitation unit, rehabilitation services and organizations in the community, transitional and supportive services, uses and abuses of psychological assessment, and problems in the work adjustment of the mentally ill.

1325 Cull, J., & Hardy, R., Behavior modification in rehabilitation settings: Applied principles. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings which contains chapters on the following topics: applied techniques of behavior modification, token economies, modeling, peer group influence in behavior modification, behavior modification with the disadvantaged and with the juvenile offender, behavior modification with the mentally ill, and self-modeling as a modification technique.

1326 Yeadon, A., Toward independence: The use of instructional objectives in teaching daily living skills to the blind. New York, New York: American Foundation for the Blind, 1974.

This book is designed as an introduction to the use of instructional objectives in the teaching of daily living skills to severely visually impaired persons. Contents include an introduction to instructional objectives, table behavior, domestic tasks, use of kitchen equipment and cooking.

1327 Hellervik, L., et al., A model assessment and classification system for men and women in correctional institutions. Minneapolis, Minnesota: Personnel Decisions, Inc., 1974.

Report describes a manpower assessment and classification system for criminal offenders directed toward making practical training and job classification decisions. Model combines traditional procedures of vocational psychology, such as paper and pencil, job aptitude testing, and individual counseling with more recent technologies such as life planning exercises, behavioral simulations of job situations (work samples), and the assessment center concept. Utilizes the GATB (General Aptitude Test Battery), and the MIQ (Minnesota Importance Questionnaire) to measure the satisfactoriness and satisfaction on approximately 150 jobs. (Manpower Administration, DL 21-28-83-09, NTIS PB 241-020)

1328 Korn, T., A keyed information index to the Dictionary of Occupational Titles, 3rd Ed., 1965, Vol. I, II and Supplement 1, 1966 and Supplement 2, 1968. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research & Training Center, 1974.

The index is intended to simplify and speed up the retrieval of job information from the D.O.T. It can also be used as a training aid in order to introduce new rehabilitation workers to the D.O.T. as a job information source.

1329 Wiinamaki, M., Job Quest Series: Supplemental resource guide. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

A review of commercially available materials in the area of job seeking skills. The material in the guide is categorized according to the type of format: audio, film, filmstrip-sound, multi-media, printed material and reference material.

1330 Daniels, L. (Ed.), *Vocational rehabilitation of the mentally retarded: A book of readings*. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings containing 73 chapters authored by 104 contributors on various aspects of rehabilitating the mentally retarded. Major sections include Behavior Modification Approaches (for the institutionalized M.R., token economies, grooming behavior); Work Study Programs (development of cooperation between school and agencies, foreign programs); Vocational Adjustment Training (evaluation of potential, adjustment rating scales, sheltered workshop adjustment programs); Vocational Training; Employment (employer receptivity, trends in employment); Community Adjustment (residence units, field trips, deinstitutionalization); Personnel (use of professionals and nonprofessionals).

1331 Phillips, J., *The use of the Dictionary of Occupational Titles as a job information system in vocational counseling*. Los Angeles, California: California Occupational Analysis Field Center, 1973.

A discussion of each of the four volumes of the *Dictionary of Occupational Titles*, with emphasis on the individual information systems which each volume contains.

1332 Gonwa, J., & Straub, W., *Program manual: "The Ranch."* Menomonee Falls, Wisconsin: The David A. Hellman Foundation, Inc., 1973.

A manual of the programs and services available from "The Ranch," a rehabilitation facility in Menomonee Falls, Wisconsin. Included are evaluation guidelines, personal and social training, personal hygiene - washing and bathing, dental care, toilet habits, clothing use and care, eating habits, use of math, time and money concepts, and transportation. Training sections include carpentry and woodworking, painting, masonry, plumbing, electricians tools, power tools, grounds maintenance, agriculture, small engine, and clerical.

1333 Tharp, R., & Wetzel, R., *Behavior modification in the natural environment*. New York: Academic Press, 1969.

Presents basic principles of behavior modification and information on the efficiency and effectiveness of a model for using individualized behavior modification plans without the need to place a client in an artificial environment. A sub-professional behavior analyst designs and monitors behavior modification plans which are put into operation by untrained individuals who have already established an important relationship with a client. The model has potential for a wide variety of applications, including work adjustment programs.

1334 Finn, P., & Wilkerson, B., *A manual for community living skills training*. Decatur, Illinois: Macon County Rehabilitation Facilities, Inc., n.d.

A manual developed as an instructional guide for developing a community living program. Sections include hygiene, grooming, clothes, purchasing, use of laundromat and dry cleaners, money denominations, time orientation, home care, sex education, finding an apartment, grocery shopping, basic cooking, budgeting, banking, public transportation, accident prevention, and employment preparation.

1335 Baker, F., Individualizing the evaluation process. Paper presented at the Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

Discusses the importance and advises on how to individualize the client evaluation process in order to make the process maximally meaningful to the client. Four stages are detailed: referral and orientation; selection of evaluation tasks, procedures, and activities; interpretation and synthesis of the evaluation data; and adjustment training and placement services.

1336 Nadolsky, J., ...With liberty and justice...or certification and licensure...for all (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(4), 2-8.

A discussion of the possible long range outcomes of the current trend toward certification for professionals in the field of vocational rehabilitation. Lists a number of questions which the author feels should be considered by professionals prior to commitment for certification.

1337 Gordon, R., The effect of sheltered work adjustment training on vocational sophistication of educable retarded adolescents. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(4), 9-20.

The purpose of this study was to investigate the effectiveness of a sheltered workshop's work adjustment training program aimed at increasing the vocational sophistication of a group of educable retarded adolescents who had no appreciable prior work experience. It was hypothesized that a group in work adjustment training would achieve greater gains in VISA sophistication scores than a non-trained group of retardates who were members of a special education class. Methodology and results included.

1338 Hallenbeck, P., & Campbell, J., Evaluator recommendations and subsequent performance: A follow-up of work evaluation clients. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(4), 21-27.

A report on the predictive validity of recommendations made by work evaluators at Vocational Guidance & Rehabilitation Services, Cleveland, concerning the vocational potential of clients. Analysis of the data is included and compared to other predictive studies.

1339 Dinneen, T., Work evaluation as a technique for improving the self-concept. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(4), 28-34.

The purpose of the study was to examine the relationship between change in self-concept as affected by participation in a vocational evaluation program. Study was based on high school students classified as reluctant learners.

1340 Flenniken, D., Performance on the 1973 revised Philadelphia JEVS Work Sample Battery. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 35-47.

The primary function of this study was to analyze the results of time and quality performance of 195 subjects of a disabled population on the 1973 revised Philadelphia JEVS Work Sample Battery. The results of time and quality performance were compared with the established JEVS norms.

1341 Hollenbeck, R., Counselor judgments of services provided by state-operated training centers in Tennessee. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 48-53.

The purpose of this study was to determine the value of state agency facilities in the rendering of vocational evaluation and adjustment services as perceived by referring rehabilitation counselors. Areas investigated included quality of vocational evaluations, effectiveness of work and personal adjustment training, and timelines of the vocational evaluation report.

1342 Barton, E. (Ed.), The non-professional as a community behavior change team member, rev. of Tharp, R., & Wetzel, R., Behavior modification in the natural environment (Academic Press). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 54-61.

Reviews the above book and discusses the authors approach and procedure to behavior change in community settings and how to help mediators to be a part of the behavioral solution.

1343 Botterbusch, K., Hester Evaluation System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 62-65.

A description and discussion of the Hester Evaluation System (formerly the M.O.V.E. System), developed by Dr. Edward Hester of Goodwill Industries of Chicago.

1344 Lytel, R., McFarlane, F., & Jones, R., The status of vocational evaluation in rehabilitation counselor education curricula. The Journal of Applied Rehabilitation Counseling, 1975, 6(4), 236-243.

Report of a study of which the purpose was to identify the extent to which vocational evaluation academic components are included in existing rehabilitation counselor education programs.

1345 Smith, K., A novice's approach to more rewarding and effective counselor-evaluator relationships. Aurora, 1975, 7(4).

Lists a number of considerations for both a counselor and an evaluator to consider in attempting to better understand their particular roles as they relate to each other and to the client.

1346 Vocational Evaluation and Work Adjustment Association, Vocational evaluation project final report. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, special edition.

The VEWAA project study began in 1972 and culminated in 1975 with the publication of the above report. The primary purpose of the project was to study the present state-of-the-art in the practice of vocational evaluation and make recommendations for improvements, research, and future direction in the field. Main topics include: vocational evaluation services in the human services delivery system, the tools of vocational evaluation, the vocational evaluator (role), the team approach to vocational evaluation, standards for vocational evaluation, the relationship of vocational evaluation to organizations and educational institutions, and a glossary of terms.

1347 Shriver, E., Hayes, J., & Hufhand, W., Evaluating maintenance performance test administrator's manual and text subject's instructions for criterion referenced job task performance tests for electronic maintenance. Falls Church, Virginia: URS/Matrix Research Company, 1975.

Purpose of the document is to furnish a complete copy of the test subjects instructions and the test administrator's handbook for a battery of criterion referenced job task performance tests for electronic maintenance.

1348 Siegel, A., & Bergman, B., A job learning approach to performance prediction. Personnel Psychology, 1975, 28, 325-339.

In order to comply with the EEOC Guidelines, which render illegal pre-employment tests which are not clearly and directly job related, the authors suggest a procedure by which the job seeker is trained to perform a sample of tasks involved in the job for which he is an applicant, and immediately following the training, his ability to perform these previous tasks is measured.

1349 Cohen, C., et al., The Singer Vocational Evaluation System with an educable mentally retarded population. Mental Retardation, 1975, 13(6), 31.

A report on the use of the Singer Vocational Evaluation System as utilized by the Pittsburgh School district as a part of their rehabilitation program for educable mentally retarded high school students. EMR student scores on the system were compared to the Singer test norm group. Results of questionnaires filled out by the tested students and their referring counselors are also cited.

1350 Brandon, T., & Salter, K., Building new self-concepts in the client. Valpar-Spective, 1975, 2, 4-5.

Explores the relationship of the client and evaluator as it relates to the building of self-concepts and self-confidence within the client. Relates the similarities of the therapeutic process of Gestalt Therapy to the process of vocational evaluation.

1351 McEwen, G., Valpar goes mobile in Arizona. Valpar-Spective, 1975, 2, 7-8.

A description of the use of the Valpar System in a mobile unit. Some discussion of the benefits of the Valpar System.

1352 Levy, S., The development of work skill training procedures for the assembly of printed circuit boards by the severely handicapped. AAESPH Review, 1975, 1(1), 1-10.

A description of the work skill training procedures used at the Children's Research Center of the University of Illinois. The training is designed to teach complex assembly tasks (printed circuit boards) to severely handicapped individuals (primarily mentally retarded).

1353 Bilger, F., A comprehensive vocational adjustment program for educable mentally retarded adolescents. Ashtabula, Ohio: Goodwill Industries of Ashtabula, Inc., 197[illegible].

A program description of a project designed to meet the vocational, social, and job survival needs of the educable retarded adolescent and prepare that person for competitive employment in the labor market. Four phases of the program include work evaluation, work adjustment, community work adjustment, and placement.

1354 Sankovsky, R., Evaluating rehabilitation potential of the severely handicapped: Vocationally related components. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1975.

The purpose of this publication is to help the rehabilitation counselor to be aware of the various kinds of vocationally related evaluation strategies and information available to him and the client for decision making. The information contained within is primarily about evaluation and is, therefore, of value to the vocational evaluator. Sections include psychological testing and evaluation of rehabilitation potential (description of some psychological tests included), how to develop and establish a training program on psychological testing, a counselor's checklist for reviewing vocational evaluation programs, a description of commercially available work sample systems, and resources for vocational evaluation information and materials.

1355 Georgia Division of Vocational Rehabilitation, Adjustment services program. Atlanta, Georgia: Author, 1974.

The purpose of this manual is to provide a model/curriculum for adjustment services and is particularly useful for professionals in developing and operating an adjustment program on a day-to-day basis. It is divided into the following units: work adjustment including basic work habits, and getting and holding a job; social adjustment including interpersonal relationships, recreation and leisure time activities, and family living; personal adjustment including understanding disabilities, personal grooming and appropriate dress; community adjustment including consumer knowledge, transportation, community resources and safety. Each major unit also contains a suggested format for evaluating the content of the unit. A section listing commercially available resource materials pertaining to the units is included.

1356 Koyl, L., Employing the older worker: Matching the employee to the job. Washington, D.C.: National Council on the Aging, Inc., 1974.

This manual is designed for the use of the GULHEMP Scale, which is a method for assessing fitness (particularly for the aged) for a particular job. It is not a method for evaluating the workers skill performance. The GULHEMP acronym stands for: G - general physique, U - upper extremities, L - lower extremities, H - hearing, E - eyesight, M - mentally, and P - personality.

1357 Stedman, R., Jobs available for some specific disabilities. Unpublished manuscript, Arcadia, Florida, 1974.

Contents include jobs for: use with one hand, use of a wheel chair, use of a foot pedal machine, the epileptic, fainting or dizzy spells, nervous instability, deaf-mute, one legged worker, one-armed worker, and with a heart condition.

1358 Foley, J., Evaluating maintenance performance: An analysis. Wright-Patterson Air Force Base, Ohio: Air Force Human Resources Laboratory, Advanced Systems Division, 1974.

As a result of studies, it was determined that there was a lack of job realism in the formal measuring devices used to ascertain the training success and promotion potential of maintenance personnel. This document reports on the literature review of criterion referenced job task performance tests for electronic maintenance.

1359 Shriver, E., & Foley, J., Evaluating maintenance performance: The development and tryout of criterion referenced job taks performance tests for electronic maintenance. Falls Church, Virginia: URS/Matrix Research Company, 1974.

Following the literature review of criterion referenced tests (see J. Foley, Evaluating Maintenance Performance: An Analysis), work was conducted on the development and tryout of criterion referenced job task performance tests for electronic maintenance. The present document reports on that work.

1360 Harris, L., Mathews, G., & Woodrick, W., Vocational evaluation for deaf clients West Virginia Rehabilitation Center. In A. Norris (Ed.), Deafness Annual, Volume IV. Silver Spring, Maryland: Professional Rehabilitation with the Adult Deaf, Inc., 1974.

A short description of the evaluation program for the deaf at West Virginia Rehabilitation Center. Areas of training, post secondary training, and direct placement also included.

1361 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume I*. Fort Collins, Colorado: Colorado State University, 1974.

This volume summarizes the entire project experience, and includes materials and findings from the other six volumes. Disadvantagement is seen as the product of a person-work environment interaction. Work environment characteristics as they interact with the characteristics of disadvantagement to product failure in the work situation are considered. Employment adjustment is conceptualized in terms of a hierarchy in which job-external "barriers" constitute limiting factors. Disadvantaged workers are classified according to an empirically-derived set of personal and social characteristics. Research on person-oriented interventions is reviewed and discussed. (Department of Labor, DL 82-08-72-07, NTIS PB 241 371)

1362 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume II*. Fort Collins, Colorado: Colorado State University, 1974.

This volume describes a theoretical model, the Work Adjustment Hierarchy, relating it to the problems of the disadvantaged. Preliminary data on measuring adjustment at the various levels of the hierarchy are also reported. (Department of Labor DL 82-08-72-07, NTIS PB 241 372)

1363 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume III*. Fort Collins, Colorado: Colorado State University, 1974.

This volume describes the development of the Work Environment Questionnaire, an attempt to measure those aspects of the work environment that prevent work success for the disadvantaged. (Department of Labor DL 82-08-72-07, NTIS PB 241 373)

1364 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume IV*. Fort Collins, Colorado: Colorado State University, 1974.

Barriers to employment are characteristics of the person or his situation that are not directly job related but nevertheless are likely to lead to failure on the job. A checklist of such barriers was analyzed and their pattern and frequency in a disadvantaged sample was determined. (Department of Labor DL 82-08-72-07, NTIS PB 241 374)

1365 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume V*. Fort Collins, Colorado: Colorado State University, 1974.

A detailed report of the results of a survey of the attitudes of the disadvantaged. It leads to a classification of the disadvantaged based on their work related social surroundings, personal attitudes, and expectancies. (Department of Labor DL 82-08-72-07, NTIS PB 241 375)

1366 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume VI*. Fort Collins, Colorado: Colorado State University, 1974.

This volume consists of profiles of disadvantaged groups, sorted on the basis of social surroundings and personal attitudes, and includes work adjustment characteristics and barriers to employment. (Department of Labor DL 82-08-72-07, NTIS PB 241 376)

1367 Oetting, E., Cole, C., & Miller, C., *Social systems intervention: Improving work adjustment of the disadvantaged, Volume VII*. Fort Collins, Colorado: Colorado State University, 1974.

This volume explores the kinds of intervention strategies which have been developed for changing the attitudes and behaviors of the disadvantaged, and their effectiveness. It covers the literature on such approaches as behavior modification, evaluations of manpower programs, and reviews several specific interventions undertaken in this project. (Department of Labor DL 82-08-72-07, NTIS PB 241 377)

1368 Andrew, J., & Dickerson, L. (Eds.), *Vocational evaluation: A resource manual*. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

This document represents the first step in the process of developing "packaged" learning units for topics in vocational evaluation. It is an informative text which serves both as a manual for trainees and as a general resource document for the field of vocational rehabilitation. Topics covered include: evaluation referral and feedback, client work history, behavior identification, observing and recording work behavior, categorizing client problems, goal planning and goal attainment scaling, initial interviewing, job analysis, feedback interviewing, situational assessment, report writing, independent living skills, occupational information, interpersonal skills, and validity and reliability.

1369 Andrew, J., & Dickerson, L. (Eds.), *Vocational evaluation: A resource manual*, Supplement I. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

A supplement to the document entitled *Vocational evaluation: A resource manual*. This manual includes topics on use of the *Dictionary of Occupational Titles* and vocational evaluation planning.

1369A Dunn, D., *Adjustment services: Individualized program planning, delivery & monitoring*. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

Presents an individualized and systematic approach to the planning, delivery, and monitoring of adjustment services. The approach conceptualizes client adjustment problems as discrepancies between current client functioning and required goal functioning. A systematic approach for identifying problems, goals, and treatment techniques is described and illustrated by flow charts. The approach includes a procedure for program monitoring and record keeping. Additionally, necessary staff competencies are identified and linked together in a four-step career ladder for adjustment service personnel. Chapter contents include: (a) introduction to adjustment services, (b) goals, target groups and delivery systems, (c) behavior change techniques, (d) planning an individual adjustment program, (e) implementing the adjustment service program, (f) program monitoring and record keeping, (g) staff development and training, (h) issues in adjustment services.

1370 Hamre, S., An approximation of an instructional model for developing home living skills in severely handicapped students. In Brown, Williams, & Crowner (Eds.), *A collection of papers and programs related to public school services for severely handicapped students*, Volume IV. Madison, Wisconsin: Badger Public School, 1974.

The following basic home living skills are task analyzed in order to develop an instructional model: grooming skills, dressing skills, domestic maintenance skills, (including shoe polishing, laundry, ironing, floor cleaning, dishes), and cooking skills.

1371 Thunder, S., The use of the J.E.V.S. Work Evaluation System with a handicapped high school population. Paper presented at American Vocational Association Convention, New Orleans, Louisiana, 1974.

Describes the use of the JEVS Work Evaluation System in the prevocational program at the Edmonds School District in the State of Washington. Details some of the costs, advantages of the JEVS System, and adaptation of the system in a high school program.

1372 Nelson, N., *Technical training guide for physical demands analysis*. Washington, D.C.: The National Council on the Aging, Inc., 1973.

The purpose of this guide is to provide information needed to implement a method of job physical demands analysis. It was originally developed to be used in conjunction with the GULHEMP Scale which is a scale for measuring an aged worker's fitness for work. Included as topics are: purpose of job analysis, role of the physical demands analyst, using the physical demands work sheet, relation of the physical demands work sheet to the GULHEMP Scale, and relating job title, Dictionary of Occupational Titles, and the GULHEMP Scale.

1373 Washington State Department of Personnel, *Task analysis handbook*. Olympia, Washington: Author, 1973.

Explains methods and techniques used in task analysis and outlines a step-by-step procedure for writing task statements. Provides as aids in writing statements (1) an appendix which consists of worker function activity verbs as they relate to data, people, and things, and (2) scales for use in coding tasks for level of difficulty. Includes a section on applications and benefits to be gained from use of task analysis.

1374 Curtis, W., *The development and application of intelligence tests for the blind: A research utilization conference*. Athens, Georgia: University of Georgia, 1972.

A research conference was held to inquire into the factors which might improve the development and utilization of the following tests: (1) Haptic Intelligence Test for the Blind, (2) Raven Progressive Matrices for Presentation to the Blind, (3) The Vocational Intelligence Scale for the Adult Blind, (4) The Tactual Reconstruction Pegboard, (5) Stanford-Kohs Block Design Test for the Blind. (Research Grant 22-P-55152/401)

1375 Koyl, L., & Hanson, P., *Age, physical ability and work potential*. Washington, D.C.: The National Council on the Aging, 1972.

Two techniques for measuring an aging worker's fitness for work are described: The GULHEMP Scale, developed by Leon Koyl of Canada, and the other by Bert Hanman of the Royal Technical University, Stockholm. The techniques deal with physical (and emotional) fitness, not with assessment of a specific job skill, for which other tests are well-developed.

1376 Song, R., & Song, A., Development of a vocational adjustment rating scale for the retarded. *Journal of Counseling Psychology*, 1971, *18*(2), 173-176.

The purpose of the reported study was to develop a vocational adjustment scale to measure how well a mentally retarded individual actually performs and behaves in all types of work settings. It was hypothesized that retardates classified as better workers are significantly different from those classified as poor workers in the ratings provided by their supervisors.

1377 Sokolow, J., Taylor, E., & Rusk, H., *Development and standardization, validation, and field trial of a method of classifying the physical, emotional, social, and vocational capacities of the disabled individual functionally*. New York: New York University Medical Center, Department of Rehabilitation Medicine, 1970.

A study to develop a standardized method of functional disability evaluation by combining the socioeconomic, psychological, and vocational factors with the medical in order to get an overall picture of the patient's ability and disability.

1378 Ellsworth, P., & Colman, A., The application of operant conditioning principles. *The American Journal of Occupational Therapy*, 1970, *24*(8), 562-568.

A presentation of six planned motivational systems used to improve work therapy performance in patients with character and behavior disorders in a military setting. All systems incorporated a variation in operant technology.

1379 Singleton, W. (Ed.), The selection of tower crane operators: A project by postgraduate students. Gosta Green, Birmingham 4, England: College House, Applied Psychology Department, University of Aston in Birmingham, 1969.

A systematic study of the tower crane operator's task was performed in order to provide information for efficient selection of operators. Some existing tests are proposed, and suggested new tests and interview tactics are reviewed.

1380 Stewart, J., & Lynch, E., Work-adjustment problems of employed low-income workers: Review of professional literature of the 1960's. Boston, Massachusetts: Boston Planning Department, United Community Services, 1968.

Reviews and discusses work adjustment problems of workers in industry under topics such as stress, motivation, automation, and psychosomatic illness. Research related to the roles of management, labor unions, and workers are cited. Additionally, job disruption caused by accidents, absenteeism, alcoholism, drug addiction, and suicides are examined.

1381 Birdsong, J., MTM and rehabilitation: A combination for potential profits. The Journal of Methods-Time Measurement, n.d., 17(4), 3-8.

Provides a brief overview of past studies and usage of industrial engineering techniques (particularly methods-time measurement) used in rehabilitation. Describes in particular how MTM may be used in impairment and disability evaluation.

1393 Szyarto, R., et al., The effectiveness of tokens in increasing and maintaining promptness of work groups in a sheltered workshop. Rehabilitation Literature, 1976, 37(4), 107-108.

This study was developed to determine the effectiveness of tokens in increasing the percentage of each work group returning "promptly" from morning and lunch breaks and if the behavior could be maintained as tokens were faded out. Includes review of literature, methods and procedures, cost analysis, and results and discussion.

1394 Currie, L., Work evaluation of the visually impaired: A perspective. The New Outlook for the Blind, 1976, 443-444, 446.

Work evaluation is defined as work and work-related observations made in order to formulate definitive statements about an individual's work potential. The Clawson Work Sample Test for visually impaired and blind persons, designed to reflect actual jobs in industry, is described. It is stressed that individual differences and needs in the evaluation process be considered. Situational assessment and transitional employment are discussed as part of a comprehensive program.

1395 Nadolsky, J., The other side of government grants (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 2-6.

This article indicates that most government support for the rehabilitation movement has been for rehabilitation counselor education with a concomitant lack of support for the education of rehabilitation facility personnel. It points out that in order for the severely disabled to be adequately served, reality based rehabilitation facility services must be expanded as opposed to the current trend of increased funding for rehabilitation counselor education programs.

1396 Karan, O., Contemporary views on vocational evaluation practices with the mentally retarded. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 7-13.

Discusses a contemporary approach to the rehabilitation of the mentally retarded in which the emphasis is placed upon finding ways to train retarded persons in methods that they can use to perform available work as opposed to briefly evaluating the client's abilities and attempting to match that individual to a particular job.

1397 Baker, W., & Durham, C., Deviance and stigmatization: The dynamics of group behavior in an adjustment workshop. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 14-21.

A report of an informal anaylsis in which the purpose was to attempt to describe how rehabilitation workers view their handicapped clients and how they often encourage the establishment of sub-deviant groups within a rehabilitation facility.

1398 Cohen, C., & Drugo, J., Utilization of the OVIS with an EMR population. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 22-25.

This present study was designed first to compare the consistency of OVIS (Ohio Vocational Interest Survey) scores for EMR students with those of mainstream students. Secondly, the study was designed to assess the opinions of rehabilitation counselors concerning the practical utility of the instrument with EMR students.

1399 Hall, C., Job analysis applied to machinery modification. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 26-33.

Discusses the use of job analysis, and the information derived from it as a means of providing the vocational evaluator with a structure to modify a previously inaccessible job so that the handicapped person can function in it.

1400 Barton, E. (Ed.), A systematic approach to comprehensive adjustment services, rev. of Dunn, D., Adjustment services: Individualized program planning, delivery, and monitoring (Research and Training Center, University of Wisconsin - Stout). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 34-46.

Reviews the above book and summarizes the content in the following areas: defining the need for services, classifying adjustment problems, selecting operations (behavior change techniques), and identifying sub-goals and sequences of action. Also provides commentary on certain selected issues.

1401 Piccari, J., Vocational evaluation standards. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 47-51.

A discussion of the vocational evaluation standards which were developed by VEWAA and adapted by CARF (Commission on Accreditation of Rehabilitation Facilities) as the CARF standard for facility accreditation in this area.

1402 Botterbusch, K., A comparison of seven vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

The purpose of this publication is to compare seven commercially available vocational evaluation systems - the Tower System, Philadelphia JEVS Work Sample System, Singer Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the Valpar Component Work Sample Series. Some of the areas in which the systems are compared are: target group, theoretical basis of development, name and number of work samples, packaging and set-up, sequence of work sample administration, extent of client involvement, time necessary for use, evaluation setting, scoring and norms, observation of client, reporting of results, professional training required, reliability and validity, approximate costs, and distributor's address. Also, some considerations are given for selection of an appropriate work sample system to meet the needs of the facility and clientele.

1403 Esser, T., Client rating instruments for use in vocational rehabilitation agencies. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Rating scales are used frequently in rehabilitation facilities to measure qualitative aspects of a client's behavior such as tolerance for criticism, persistence to tasks, etc. This publication discusses briefly some reasons for using rating scales, types of scales, problems and pitfalls in using such instruments, and considerations in selecting a scale from those which are commercially available. A collection of eleven such scales are included for review.

1404 Walther, R., The measurement of work-relevant attitudes. Washington, D.C.: The George Washington University, Manpower Research Projects, 1975.

The final report of the development of the Work-Relevant Attitudes Inventory (WRAI) for use in diagnosing the needs of individuals and evaluating the effectiveness of manpower programs. Results of the study indicated that the WRAI was able to differentiate between subjects making a "good" and a "poor" adjustment to work. (DOL-41-0-003-09, NTIS PB 246-260)

1405 Research Utilization Laboratory, The Minnesota Importance Questionnaire and the meaning of work for rehabilitation clients. (RUL Study #4) Chicago, Illinois: Jewish Vocational Service, 1975.

Describes the Minnesota Importance Questionnaire (MIQ), a paper and pencil instrument designed to measure vocational needs or specific reinforcing conditions found to be important to job satisfaction. Included in the report are: The RUL method of evaluating the instrument, administration of the MIQ, interpreting the MIQ and using it as a counseling tool.

1406 Management Analysis Center, Improving occupational programs for the handicapped. Washington, D.C.: Author, 1976.

This publication provides information for improving occupational-vocational education training programs for the handicapped. It was designed primarily for administrators and teachers in public school systems; however, the information contained within is of value to anyone who is interested in training the handicapped. Some topics within the document are: designing and setting up a program; focusing on the student and meeting student needs; preparation for specific skill training including pre-vocational attitude adjustment; evaluation and exploration; vocational training; related instruction and supportive services; transition to the work world; and job placement and follow-up. Abstracts describing successful training programs for the handicapped are also included.

1407 Dunn, D., & Korn, T., The task matrix procedure (Interface Number 1). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

The purpose of this paper is to describe the task matrix procedure for determining the task content for work samples. Specifically, the task matrix procedure (1) allows work sample developers to produce work samples representative of several entry occupations in an occupational group in industry; (2) makes use of published occupational analysis information contained in the Dictionary of Occupational Titles (U.S. Department of Labor, 1965); and (3) allows work sample developers to select the content of samples based upon the frequency of occurrence of tasks in entry-level occupations.

1408 Southern Illinois University, Guidelines for the selection, training, and placement of blind persons in information service expediting. Carbondale, Illinois: Rehabilitation Institute, 1975.

This project report contains sections in the following areas: selection and assessment of vocational training readiness for the blind, aptitude interest and motivation, skills in personal management, and job skills and physical demands. Other areas include job training, placement, present and future trends, and job restructuring. (RSA Grant #45-P-81060/5-01)

1409 Graden, H. (Ed.), Job and work site modifications: A rehabilitation counselor's handbook. Athens, Georgia: University of Georgia, Department of Rehabilitation Counseling, Job Placement Project, 1975.

Designed primarily for use by rehabilitation counselors, this document covers the following subject areas: importance of physical capacities evaluation, the physical capacity form, promoting job and work site modifications, job analysis applied to job and work site modifications, and introduction to job analysis, job and work site modification related to the disabled homemaker, and job and work site modification related to the homebound employee.

1410 Martin, A., & Flexer, R., Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975.

Three studies report on research conducted at the Research and Training Center in the following areas: developing work tolerance in the severely retarded, stimulating self-initiated work behavior and the effects of different reinforcers on productivity, and prevocational training using task analysis. With each study a brief literature review is included along with a description of the methodology used and results of the study.

1411 Justice, D., Flexer, R., & Martin, A., Developing work tolerance in the severely retarded in a sheltered workshop. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 7-29.

The present study was designed to investigate the feasibility of a training program which reinforces on-task behavior rather than productivity. On-task behavior was defined as working without talking to oneself, other workers, or supervisors, leaving the work station or stopping work for more than ten seconds. General procedure, methodology and results of the project are included.

1412 Nsa, N., & Flexer, R., Stimulating self initiated work behavior and the effects of different reinforcers on productivity. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded, Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 31-47.

The present study was designed to stimulate self-initiated work behavior in a repetitive task. Self-initiated work behavior is defined as the student's ability to initiate cycles in a repetitive task, without prompting from the trainer. Methodology and results of study are included, along with a brief review of the literature on work behavior of the retarded.

1413 Friedenberg, W., & Martin, A., Prevocational training using task analysis. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 49-65.

The current study applied task analysis procedures to train students in the prevocational area of a sheltered workshop. The thesis that pay in some form or praise are the only reinforcers available for work was tested using a task with different reinforcing properties. Methodology and results are included.

1414 Leclair, R., Are workshops effective in rehabilitation? American Rehabilitation, 1976, 1(5), 24-27.

Presents results of the Greenleigh study which was mandated by the Rehabilitation Act of 1973 under contract from the Rehabilitation Services Administration (RSA). Some of the results include numbers of clients served, whether sheltered workshops are playing an effective role in the rehabilitation training and placement of severely handicapped people, and perceptions and attitudes of clients, industry, and vocational rehabilitation agency staff towards sheltered work. Recommendations are also included.

1415 McFarland, R., & Philbrook, F., Placement methods match a handicap with a job. Research Review, 1976, 2(5), 16-20.

Discusses four methods for matching the physical characteristics of workers and jobs: the intuitive method, the disability method, the rating method, and the specific method. The preferred method (specific) in which the physical and environmental demands of jobs are compared to the physical abilities of the worker is discussed in some detail.

1416 International Labour Office, Adaptation of jobs for the disabled. Geneva, Switzerland: Author, 1969.

Stresses the importance of obtaining an appraisal of the worker and the job before any job adaptations are made. Details how to relate occupational handicaps to jobs through the medium of functional assessment and job requirement analysis forms. It also discusses practical possibilities of job adaptation in connection with specific handicaps, working conditions, and environments. Finally, consideration is given to the various administrative and organizational problems encountered in job adaptation.

1417 Coleman, A., Ayoub, M., & Friedrich, D., Assessment of the physical work capacity of institutionalized mentally retarded males. American Journal of Mental Deficiency, 1976, 80(6), 629-635.

Educable and trainable mentally retarded males were examined for physical work capacity. Analysis of results indicated that the physical work capacity of the test population was 20-30 percent below that cited in the literature for nonretarded males of the same age. Evidence suggested that physical fitness programs may be required to maintain employment on most of the manual occupational tasks.

1418 Bauman, M., *Tests used in the psychological evaluation of blind and visually handicapped persons* and *A manual of norms for tests used in counseling blind persons*. Washington, D.C.: American Association of Workers for the Blind, Inc., n.d.

This publication combines two pieces of material related to the psychological evaluation of blind persons. Part I reports on a detailed study of testing practices among psychologists in the United States and Canada, indicating what tests they use in working with blind persons. Part II (a manual of norms) includes three subsections of information on aspects of testing blind adults, descriptions of five measures of manual speed and dexterity, and finally, norms for test scores using visually impaired subjects.

1419 Baxter, B., *Replacing jobs with task clusters as the work unit for test validation*. Pittsburgh, Pennsylvania: American Institutes for Research, 1975.

As an alternative to the job as the unit of test validation, the project developed a system of tasks to describe work performed in clerical, administrative, and technical positions. Measures of performance in 13 of these task clusters were used as criteria to evaluate the validity of the U.S.E.S. Basic Occupational Literacy Test (BOLT).

1449 Coker, C., et al., *Rehabilitation facility referrals: Step I--Determining client eligibility*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This research project investigated the counselor's decision-making process involved in the determination of client eligibility for services. More specifically, the purpose was to assess the use of vocational evaluation in relation to other services utilized by counselors in determining client eligibility.

1450 McCarthy, W., Exploration of skills associated with successful functioning of retarded individuals in a sheltered workshop. *Education and Training of the Mentally Retarded*, 1976, 23-31.

The purpose of this study was to apply general evaluative procedures routinely used by both school and workshop in an experimentally sound way to gain insight into their evaluative usefulness and training utility. Tests explored included the WAIS, the Seguin Formboard, and a locally developed vocational evaluation form.

1451 Dunn, D., *Process and content orientations in vocational evaluation programs* (Interface Number 2). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

The purpose of this paper is to present a way of describing vocational evaluation programs in terms of their underlying orientations toward the process and content of vocational evaluation. Process refers to the way in which information generated during the course of evaluation is handled within the program. (Two such approaches are described.) Content reflects the subject matter or topic of the information generated and/or processed during evaluation.

1452 Korn, T., *Occupation finding for placement using the Dictionary of Occupational Titles* (Interface Number 5). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

Describes the industry designation feature of job titles listed in the *Dictionary of Occupational Titles*. Provides a step by step approach for using the DOT for occupation finding. Information resulting from using the DOT-based technique provides titles of occupations found in a particular industry, but can also be used to generate additional placement information such as worker characteristics and occupational requirements.

1454 Dunn, D., & Kruel, D., *A quantitative approach to observation in rehabilitation facilities, II. Developing a normed behavior observation system*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Provides step by step instructions for developing and norming a behavior observation system. Two technical supplements are included. The first provides statistical computation routines for a simple pocket calculator. The second is a sample behavior observation manual.

1455 Redkey, H., *A way of looking at sheltered workshops for the 1970's* (Interface Number 3). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

Describes some of the ways in which the sheltered workshop movement has changed in the United States in the last decade. Rehabilitation approaches in a number of European countries are also described based upon the author's firsthand observations. Suggestions and recommendations relating to the future of the sheltered workshop movement are included.

1456 Todd, H., Chyatte, S., & Claxton, C., A system for contract bidding in sheltered workshops by application of predetermined time standards. Paper presented at the Georgia Rehabilitation Facility Directors Meeting, Warm Springs, Georgia, 1975.

Presents a description of the use of MTM-3 (a simplification of the original MTM method) in a workshop to verify costs on existing contracts and to develop a set of standards to be used by the contract administrator on future bidding.

1457 Ho, C., A validation study of the Vocational Capacity Scale for the mentally retarded young adults. Unpublished paper, Tampa, Florida: MacDonald Training Center Foundation, Inc., 1972.

The Vocational Capacity Scale is a group of tests and rating scales developed at the MacDonald Training Center in Tampa, Florida. The primary purpose of this study was to determine the validity of the scale by correlating the scale scores and the final status of the clients statistically.

1458 Todd, H., Chyatte, S., & Claxton, C., A comparison of individual performance of severely handicapped persons with that of normal industrial workers as established by predetermined time standards. Unpublished paper, Atlanta, Georgia: Emory University, Department of Physical Medicine, 1975.

The purpose of this study was to assess a group of severely handicapped workers by (a) an accepted medical system of rating impairment, (b) a predetermined time system, and (c) by actual job performance in order to compare methods (a) & (b) as to their predictive accuracy in relation to (c). An additional objective was to determine if a nonindustrial engineer (such as a vocational counselor) could be trained to perform the engineering based assessment (b).

1459 Backman, M., Micro-TOWER: A new concept in work evaluation. Paper presented at the American Personnel and Guidance Association Annual Meeting, New York City, 1975.

This paper describes the Micro-TOWER system of vocational evaluation developed at the ICD Rehabilitation and Research Center, New York. It includes information of client population, aptitudes assessed, and relationship to the TOWER system.

1461 Todd, H., Chyatte, S., & Claxton, C., The application of predetermined time standards to work sample assessment in vocational evaluation. Paper presented at the National Rehabilitation Association Convention, Cincinnati, Ohio, 1975.

Presents a discussion of the use of MTM (Methods-Time-Measurement) as a means of predicting actual job performance. It also details the application of MTM to work sample norm development.

1462 Wittenmyer, J., Parisi, M., & Kurth, M., *A guide to leisure-time activity programs for developmentally disabled adults*. Madison, Wisconsin: Wisconsin Association for Retarded Citizens, 1976.

This booklet was developed to assist agencies that serve developmentally disabled persons in organizing community oriented, individualized leisure education programs. Teaching suggestions, special needs of the retarded adult and suggested activities for specific needs are included.

1463 Kluge, C., & Owre, M., The Wechsler Adult Intelligence Scale: An interpretation for rehabilitation counselors. In Arkansas Rehabilitation Research and Training Center, *Discussion Papers*. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, n.d.

Designed to provide rehabilitation personnel with information that will be of value in interpreting and utilizing scores from the Wechsler Adult Intelligence Scale (WAIS). Three main topics are covered: (a) description of the instrument, (b) information the scores provide, and (c) ineffective use of WAIS information.

1464 Kruel, D., Dunn, D., & Coker, C., *A quantitative approach to observation in rehabilitation facilities, III. Client behavior in two rehabilitation facilities*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purposes of this study were to determine the client behavior patterns which could be observed in two different rehabilitation facilities; to compare these general behavior patterns, to determine the client behavior patterns which could be observed in two different work areas within a single rehabilitation facility; and to compare these specific behavior patterns.

1481 Varnell, W., The role of the vocational evaluator in the diagnosis of vision problems of the mentally retarded. *Journal for Special Educators of the Mentally Retarded*, 1976, *12*, 133-138.

The importance of the vocational evaluator in being alert to possible vision problems with mentally retarded clients is stressed. Emphasizes that the evaluator can learn to recognize certain patterns and signs by careful interpretation of testing instruments.

1482 Leach, R., Community work experience as part of adjustment training for blind persons. *The New Outlook for the Blind*, 1976, 157-159.

Reports on an on-the-job work experience program for blind clients. Recommendations for implementing such a program are included.

1483 Birch, W., Work sample testing for adults with special needs. *American Vocational Journal*, 1976, *51*(3), 36-38.

Describes the work sample based technology used at Wisconsin's Gateway Technical Institute for testing occupational aptitudes and interests of handicapped adults. The program involves the client in a complete vocational plan with the institute in a position to provide complete remedial and vocational-technical services. Commercial patterns used are described and a case example is included.

1484 Cosgrove, S., Permission to be O.K.: An essential component of adjustment service programs. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, *9*(2), 8-14.

Emphasizes that clients must be made to believe that they can think, can solve problems and can change, in other words, that the client is O.K. and is capable of higher levels of functioning.

1485 Sanders, R., Presentability as a goal for work activities clients. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 15-19.

Presents the opinion that most activities in work activity centers are inappropriate and of little value to the client. It states that in this culture, such clients are generally looked upon as unacceptable and are therefore segregated into work activity programs. Article concludes that work activity programs should concentrate on making such clients more presentable and acceptable to the normal population by improving grooming and individual manners.

1486 Campbell, N., & Olson, S., Development of a trainee advocacy program. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 20-24.

Proposes that clients be allowed to participate to a much greater extent in the policy, rules, and regulations that govern their actions in a facility. Such involvement may give the client a feeling of relatedness, belongingness and identification which may improve the client's attitude toward his own rehabilitation program.

1487 Packard, R., Henke, R., & McCollum, P., A concurrent validation of the McCarron-Dial Work Evaluation System as a pre-admission screening battery. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 25-32.

The study was concerned with establishing validity on an abbreviated battery of the McCarron-Dial Work Evaluation System, particularly as it applies to pre-admission screening.

1488 Rosinsky, R., et al., A proposal for evaluating the severely disabled. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 33-42.

Provides a description of the CELE (Controlled Environmental Laboratory), an evaluation unit at Goodwill Industries of Milwaukee designed specifically for evaluation of the severely disabled. Tasks and tests used are described and the results of research are included.

1489 Rice, B. (Ed.), Consumer participation in rehabilitation, Rev. of Second Institute on Rehabilitation Issues, *Consumer Involvement: Rehabilitation Issues* (Arkansas Rehabilitation Research and Training Center). *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 43-46.

Discusses issues and implications of the mandates of the Rehabilitation Act of 1973 as it regards consumer involvement and possible effects on vocational evaluation personnel.

1490 Korn, T., Project Discovery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1976, 9(2), 47-52.

Describes the Project Discovery project and materials, a series of simulated-work, career exploration packages designed to provide work experiences that are representative of all the United States Office of Education career clusters.

1496 Wehman, P., Vocational training of the severely retarded: Expectations and potential. *Rehabilitation Literature*, 1976, 37(8), 233-236, 256.

The purpose of this article is to familiarize rehabilitation administrators, counselors, and workshop personnel with the behavioral expectations and vocational potential of severely retarded persons and to suggest ways of coping effectively with severely retarded clients needing vocational rehabilitation. Discussion includes review of research on work skill expectations, problems of social behavior in vocational settings, components of effective vocational training programs for the severely retarded, and necessity for a behaviorally oriented approach to solving vocational problems of the severely retarded.

1498 Loeding, D., Micro-TOWER: Materials administration and scoring. Paper presented at American Personnel and Guidance Service Association Annual Meeting, New York City, 1976.

Briefly describes each work sample in the Micro-TOWER system in terms of equipment, task and scoring. The descriptions are organized under five aptitude areas measured by the Micro-TOWER: motor skills, perceptual skills, perceptual-motor skills, verbal skills, and numerical skills.

1499 Sigelman, C., Morris, J., & Martin, A., Center develops vocational assessment battery for MRs. *Research Review*, 1976, 2(4), 9-12.

Describes the historical development of a project carried on at the Texas Research and Training Center in Mental Retardation to develop a vocational assessment battery tailored to mentally retarded populations. Research has resulted in a battery entitled The Prevocational Readiness Inventory. As of the time of this writing, the battery is being field tested for validity and reliability.

1500 Brunelle, M., Using work samples with the deaf. *The Sampler*, 1976, 3(1).

Article describes the use of the JEVS Work Samples with non-hearing clients of Goodwill Industries of Sacramento. Some discussion is included on adaptations.

1501 Saxon, J., & Deutsch, P., The use of occupationally significant transferable skills in the vocational rehabilitation process. *Journal of Applied Rehabilitation Counseling*, 1976, 7(2), 89-94.

Focuses on the identification of a client's occupationally significant transferable skills (from work history, hobbies, recreational activities, etc.) to determine other possible vocational areas. Utilization of information in the *Dictionary of Occupational Titles* is discussed as a primary aid.

1502 Growick, B., Effects of a work adjustment program on emotionally handicapped individuals. *The Journal of Applied Rehabilitation Counseling*, 1976, *7*(2), 119-123.

The purpose of this study was to investigate the effects of a work adjustment program on the rehabilitation status and personality of emotionally handicapped individuals. Results are discussed in terms of changes in (a) client attitudes toward work and (b) the manifest anxiety level of its participants.

1503 Brolin, D., *Vocational preparation of retarded citizens*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

A conceptualization of how most moderately and mildly retarded adolescents and adults can be appropriately prepared for successful vocational functioning. Part I presents basic background information on the nature of mental retardation, development of a work personality, vocational adjustment and potential of retarded persons, and a review of vocational services available for the retarded. Part II presents techniques for preparation for vocational functioning, vocational counseling, vocational evaluation, vocational training and job placement and follow-up. Part III presents models for secondary and post-secondary programs and methodologies for program evaluation.

1506 Valentine, L., Productivity gains by pairing retarded workers of two ability levels. Unpublished masters thesis, De Paul University, Chicago, Illinois, 1974.

The purpose of this research was to find ways to improve the quantity and quality of production by the retarded in the workshop with less supervision and how to structure a level of client interaction amongst the clients which would help to induce them to meet adequate work adjustment goals. The primary method investigated was to pair a mentally retarded worker with a worker of another disability group so that the retarded worker would have a model to emulate.

1507 Rosenberg, B., *Vocational evaluation: Status and direction*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, 1976.

In this lecture, the future of vocational evaluation is discussed in terms of demographic changes and resulting implications for vocational evaluators. Evaluation in non-rehabilitation facilities, evaluator's future use of the computer, working with the non-vocational client and licensure are also discussed.

1508 MacDonald Training Center Foundation, Inc., *The Revised Vocational Capacity Scale*. Tampa, Florida: Author, n.d.

This is a revision of the original manual entitled *Predicting Vocational Capacity of Young Adults* (MacDonald Vocational Capacity Scale) which was first published in 1963. The eight factor scale, created to distinguish among the various levels of potential of the mentally retarded, includes work habits, physical capacity, social maturity, general health, manual skills, arithmetic, motivation, and following directions.

1509 Davidson, R., *Machine-administered versus personally-administered instructions on an assembly task with mentally retarded subjects*. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1973.

Investigates the efficiency of machine administered versus personally-administered instructions on an assembly task with mentally retarded individuals. The Singer Evaluation System, which uses an audiovisual presentation of task instructions, was the system under investigation. Methodology discussions and results are included.

1511 Walls, R., Werner, T., & Bacon, A., *Behavior checklists*. Institute, West Virginia: Research and Training Center, West Virginia Rehabilitation Center, 1976.

Behavior Checklists is a compilation and listing of 157 instruments currently being used to describe and evaluate a wide variety of behaviors, primarily non-vocational. However, a number of checklists are also included which are used to identify vocationally related behaviors such as prevocational, job seeking, work performance, and on-the-job social skills classified according to purpose: those that simply describe behavior and those that describe remedial action to counteract identified deficiencies. The checklists are also evaluated in terms of the degree of objectivity of the behavioral items.

1512 Suazo, A., *Job redesign: Work improvement series for handicapped workers, unit two*. Washington, D.C.: Goodwill Industries of America, Inc., 1974.

This is a programmed instruction manual on job redesign and job resturcturing. Lessons include: what is job redesign, principles of motion economy, the work place, principles of job adaptation for the handicapped, and a summary.

1513 Andrew J., & Dickerson, L., *Work adjustment: A resource manual*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, n.d.

A resource manual is provided which contains the contributions of various authors which can be used to self-instruct or as reference in the area of work adjustment. Seventeen topics are presented, providing a coverage of each of the following areas: introduction to work adjustment, critical vocational behavior in work adjustment, interpersonal skills, initial interviewing, feedback interviewing, goal planning - behavioral objectives, behavior identification and anaylsis methods, observing and recording work performance and work behavior, goal attainment scaling in vocational evaluation/work adjustment programming, categorizing client problems, behavioral principles (modification and token economy), group counseling, behavioral counseling, independent living skills, occupational information, report writing in work adjustment services, and transactional analysis.

1514 Fry, R., Training programs in work evaluation and adjustment. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, n.d.

This document is a brief listing of agencies and institutions which provide degree or short-term training in vocational evaluation and adjustment services. Titles and descriptions of coursework, time required, certificates or degrees offered, and contact person are included.

1515 Equal Employment Opportunity Commission, Guidelines on employment testing procedures. Washington, D.C.: Author, 1966.

Equal Employment Opportunity Commission (EEOC) general guidelines in screening applicants and selecting new employees are provided.

1516 Minneapolis Rehabilitation Center, Work sample development manual. Minneapolis, Minnesota: Author, n.d.

This manual is designed as a resource for the development of work samples. Sections include a description and discussion of work samples, using the Dictionary of Occupational Titles as a guide for work sample development, utilization of the technique of job analysis, factors in work sample construction, an overview of the purpose and methods used for work sample standardization, and motion economy and the work place layout.

1517 Roessler, R., Milligan, T., & Ohlson, A., Personal adjustment training for the spinal cord injured. Rehabilitation Counseling Bulletin, 1976, 19(4), 544-550.

The article describes experiences with Personal Achievement Skills, a group counseling process in a spinal cord injury project. PAS emphasizes training in communication and goal setting in the context of the group process. Issues in conducting such training, as well as other features necessary for comprehensive service for the spinal cord injured, are discussed in detail.

1518 Barrera, F., & Schroeder, S., Effects of price manipulations on consumer behavior in a sheltered workshop token economy. American Journal of Mental Deficiency, 1976, 81(2), 172-180.

The consumer behavior of institutionalized retarded clients in a sheltered workshop token economy were evaluated by changing prices in the workshop store. The research indicated that the regulation of demand for consumer goods via price manipulation was a potentially useful way to maintain effectiveness of a token economy.

1519 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1975 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

This bibliography contains 174 references with annotations and is primarily on work evaluation and adjustment literature written in 1975. A KWOC (keyword-out-of-context) title index is included to assist the user in pinpointing relevant documents. Titles from previous year's bibliographies are also included in the index.

1520 Dickson, M., Work sample evaluation of blind clients: Criteria for administration and development. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Intitute, Materials Development Center, 1976.

The purpose of this study is to define and present a useable set of criteria for vocational evaluators working with blind clients and using work samples as one means of determining their vocational potential. Included is a rationale for the use of work samples, specific steps for their administration and scoring, use of norms, a review of the literature, suggested modifications for the Philadelphia JEVS Work Sample Battery, the Singer Vocational Evaluation System, and the VALPAR Component Work Sample Series.

1521 Bolton, B. (Ed.), Handbook of measurement and evaluation in rehabilitation. Baltimore, Maryland: University Park Press, 1976.

The chapters in this book are written by authorities in psychometrics, clinical assessment, and counselor education. The first section presents basic principles of testing with reviews of scores and norms, reliability, and validity. The second section covers principal testing instruments including aptitude, achievement, and intelligence tests; personality and psychopathology inventories; projective techniques; and vocational inventories. The final section describes applications in rehabilitation: vocational evaluation; the USES testing program; client outcomes; work adjustment; blind, deaf and mentally retarded adult clients; and assessment of client performance.

1522 Botterbusch, K., The use of psychological tests with individuals who are severely disabled. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

The publication is intended to provide vocational evaluators and other professionals involved in assessing disabled persons with practical guidelines for selecting, adapting, and administering standardized psychological tests to individuals who have sight, hearing, and academic handicaps. Part I describes ways of selecting and modifying tests for the above disability groups. Part II describes tests commonly used in vocational evaluation and offers suggestions for selection, modification, and use. Part III briefly describes some tests specially designed for the severely disabled.

1523 Korn, T., A content based vocational evaluation report (Interface Number 6). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this article is to describe an evaluation report writing format which is compatible with the results of information-need-based vocational evaluation planning. The reporting format, which is content-based, is divided into the following five parts: narrative description of the client, recommendations, vocational assets, employability limitations, and an appendix (summary). Also included is a description of how the content-based evaluation may be used as a follow-up instrument.

1524 Korn, T., Vocational evaluation planning: A model (Interface Number 4). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Describes step-by-step how evaluators gather and process the information that is used to make recommendations about the work in which a client might be successful. Chapters include discussion of the problem and a review of the literature; the planning model (correspondence between client information and occupational information); information needs and evaluation questions; plan modification; requirements of the evaluation planning model (including evaluator, program, and referral source requirements); plan implementation (suggested case flow and use of the Dictionary of Occupational Titles); and benefits of the use of the plan.

1528 Shigley, R., An overview to vocational evaluation. Asheville, North Carolina: Orthopedic Hospital and Rehabilitation Center, 1976.

The purpose of this document is to provide an overview to vocational evaluation: reasons for vocational evaluation; methods of evaluation; how work samples are developed; what they are based on; observations, data collection, reporting the information; and applying the information.

1529 Shigley, R., Creating a worksample. Asheville, North Carolina: Orthopedic Hospital and Rehabilitation Center, 1976.

According to the author, the purpose of this publication is to provide the steps in creating a work sample. Part I details a method for performing a job analysis; Part II provides an example of a completed job analysis schedule; Part III is a practicum exercise for completing a job analysis schedule; Part IV includes examples of work samples from the TOWER and McDonald batteries; and Part V provides some basic steps in creating the work sample.

1530 Orthopedic Hospital and Rehabilitation Center, Vocational Evaluation Unit, Appendix to vocational evaluation reports. Asheville, North Carolina: Author, 1976.

This appendix was developed by an evaluation unit as a tool to be used by referral agencies so that they would better understand what types of evaluation methodology are employed to evaluate clients. The following is included: definitions of factors inherent in work samples, a description of work samples from the TOWER and JEVS Systems, and a list and description of a number of standardized tests.

1531 Kramer, P., Success at community, occupational and personal effectiveness for rehabilitating people with developmental disabilities. Lake Worth, Florida: Palm Beach Habilitation Center, 1976.

The SCOPE (acronym for the above title) manual is a curriculum guide which offers specific functional techniques to help and teach clients in many aspects of community, occupational, and personal survival. Divided into two parts, the first, Life Readiness, includes teaching curriculum in the following areas: communication, relationships, grooming, money, maintaining the household, citizenship, community resources, where to live, and use of leisure time. Part 2, Job Readiness, includes curriculum and exercises in the areas of staying on the job, new employee information, interviews, applications, job hunting, job exploration, teamwork, job responsibilities, positive thinking, problem solving, and motivation.

1532 Sax, A., & Piccari, J., The Vocational Evaluation and Work Adjustment Association and the Commission on Accreditation of Rehabilitation Facilities work jointly to set standards. Journal of Rehabilitation, 1976, 42(2), 27, 40.

This article contains a brief history and description of the relationship between VEWAA and CARF and their joint work in the development of standards in the field of vocational evaluation.

1533 Floor, L., & Rosen, M., New criteria for adjustment for the cerebral palsied. Rehabilitation Literature, 1976, 37(9), 268-274.

The conclusions and recommendations of this project suggest that new models of adjustment for the developmentally disabled are required. In contrast to the traditional vocational model, new criteria should be considered for acceptance such as use of leisure time, increasing range of interests, maintaining good health, and improving family relationships. "Work" would no longer be the single nor most important criterion for adjustment.

1534 Brolin, D., et al., Post-school adjustment of educable retarded students. Education and Training of the Mentally Retarded, 1975, 10(3), 144-149.

Reports that a follow-up study of former educable retarded students revealed considerable vocational adjustment problems. A major finding was the relatively better adjustment made by those students who had received more of a work-study orientation. A recommendation for implementing career education programs at the secondary level is made.

1535 Frederickson, E., Hermann, P., & Kubala, A., Assessment alternatives for a high skill MOS. Alexandria, Virginia: Human Resources Research Organization, 1975.

This report describes the development and evaluation of prototype hands-on equipment, job sample performance tests for a high skilled technical MOS. An electronic maintenance MOS (26C20) was used as the research vehicle. The results lead to the conclusion that valid and reliable performance tests could be constructed, but that equipment, facilities, and standardization requirements reduce the feasibility of their use at other than ideal locations, such as a U.S. Army School.

1536 Nadolsky, J., Givers and receivers in the human service process (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 2-7.

Categorizes workers in the human services field as givers (self-motivated) and receivers (other-motivated). It also discusses the implications of these categorical types as they relate to the process and progress of the human services delivery system.

1537 Ortega, D., Schultz, J., & Sanders, R., The use of social reinforcement to increase productivity and develop self-monitoring skills in a mentally retarded assembly-line worker. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 8-13.

The purpose of the experiment was to teach a mentally retarded assembly-line worker to record (self-monitor) his own productivity and to use a combination of social reinforcement from staff and pay raises contingent upon work rate to increase productivity.

1538 Dunn, D., & Kruel, D., Individual observation using a normed behavior observation system. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 14-20.

Describes a study of which the purpose was to determine whether an objective, normed behavior observation system (based on frequencies and percentages of observations) would show differences in behavior patterns between individual workers, and whether these individual behavior patterns would differ from the established behavioral norms.

1539 Lee, W., A comparison of staff and patient work values in a mental health setting. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 21-27.

The purpose of this research was to explore work value similarities and differences between psychiatric staff and patients. As the study suggests that the two groups differ in their work values, such differences may constitute a barrier to effective treatment programs.

1540 Jones, W., Preparing blind persons for community work experience. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 28-31.

Describes the work experience program for blind clients at the Gateway Hope Center in Florida. Information is included regarding the establishment of community work sites, preparation of the client before such placement, and outcomes of the programs.

1541 Sawyer, H., Preparation for CARF in the rehabilitation facility. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 32-35.

Discusses purposes of CARF accreditation and suggests areas for preparation prior to the actual CARF survey.

1543 Pisauro, M., Comprehensive Occupational Assessment and Training System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 39-45.

Describes the four components of the (Comprehensive Occupational Assessment and Training System) which includes (1) the job matching system, (2) the employability attitudes system, (3) work samples system, and (4) the living skills system.

1544 Wehman, P., Imitation as a facilitator of treatment for the mentally retarded. Rehabilitation Literature, 1976, 37(2), 41-48.

Provides a brief theoretical overview of social learning theory, a selective review of representative research studies employing modeling as a facilitator of behavior change in the retarded, and a discussion of utilization of models for training purposes. Several research questions pertinent to future directions of imitation learning with mentally handicapped are discussed.

1546 Parnicky, J., & Presnall, D., Interest inventories and the retarded. Rehabilitation Counseling Bulletin, 1976, 20(2), 118-128.

Two non-reading interest inventories, the Vocational Interest and Sophistication Assessment (VISA) and the Reading Free Vocational Interest Inventory (RFVII), are described and their reliability, validity, and application to the rehabilitation process are discussed.

1547 Welch, M., & Gist, J., The open token economy system: A handbook for a behavioral approach to rehabilitation. Springfield, Illinois: Charles C. Thomas, 1974.

A detailed procedure for implementing a token economy in a community based, day treatment, rehabilitation center is presented. Topics include establishing a token economy system, construction of work job descriptions (for which tokens are awarded for degrees of completion), operation of an exchange system for redemption of the tokens, and a number of job descriptions divided by difficulty level. Research results are also discussed.

1548 Gellman, W., Changing career patterns for the vocationally disadvantaged in a polyethnic, multicultural model cities area. Chicago, Illinois: Jewish Vocational Service, 1974.

Describes a model for rehabilitation placement service for the severely disadvantaged and handicapped in a Model Cities area of Chicago. The model was based on work competence, placeability, and adjustability. The model emphasized immediate reinforcement in which placement was the reinforcer and evaluation and adjustment service continued after initial placement (R & D #15-P-55187/5, NTIS PB 253 199)

1549 Batten, M., The application of a unique industrial health system. Industrial Gerontology, 1973, 19, 38-48.

Contains a description of a research and demonstration program which tested the effectiveness of the GULHEMP technique, an industrial health system and method for placing workers (especially those over 40) on jobs for which they are physically fit.

1550 Kelleher, H., & Quirk, D., Age, physical capacity and work: An annotated bibliography. Industrial Gerontology, 1976, 19, 80-98.

This bibliography is composed of selected literature on age, functional capacity and work.

1551 Thiel, S., Inventory of habilitation programs for mentally handicapped adults. Portland, Oregon: Portland Habilitation Center, 1975.

This inventory is a 600 plus page curriculum guide for teaching moderately and severely handicapped students of all ages in the following areas: Part One - Social Behaviors Program - designed to distinguish any social behavior problems in areas such as work skills, work performance, grooming, interpersonal relations and unacceptable behaviors; Part Two - Practical Living Skills Program - designed to expand independent living skills in grooming and hygiene, money management, food preparation and simple cooking and home living skills; Part Three - Socialization Skills Program - designed to enhance recreation and leisure time skills; Part Four - Job Skills Program - designed to prepare the mentally handicapped for job placement in competitive employment in the community through math and time telling concepts, use of simple hand tools, on-the-job safety, completing a job application, job readiness and job placement skills, etc.

1558 Bakeman, M., First impressions manual. Minneapolis, Minnesota: Multi Resource Centers, Inc., Center for Training and Development, 1974.

This manual is designed for use in training rehabilitation clients in the following areas: job interview, appearance, caring for your clothes, laundering, ironing-pressing, dry cleaning, care of hair, shampooing, diet/exercise, skin care, and make-up. The manual can be used in conjunction with the First Impressions Media Kit (available separately from the Center for Training and Development), or by itself, in the design of a custom personal appearance program for a variety of settings.

1559 Dunn, D., Korn, T., & Andrew, J. (Eds.), Critical issues in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

A report of a conference sponsored by the Research and Training Center at the University of Wisconsin - Stout in June, 1976 is provided. The first section of the report contains a set of discussion papers which briefly review the literature related to five common applications of vocational evaluation. The remaining three sections present the issues and possible means of dealing with the issues as identified by the conference participants. These include issues related to programming, norming, validity, and reliability.

1560 Padzensky, H., & Gibson, J., Goalguide: A minicourse in writing goal and behavioral objectives for special education. Belmont, California: Fearon Publishers, Inc., 1975.

Goalguide is an instructional package which is designed to meet the needs of teachers, therapists, administrators, and others who work with developmentally disabled individuals. The Goalguide package consists of three basic components: A Participant Manual, a Participant Workbook, and an Instructor's Manual. When used as a formal in-service training course, estimated time of completion is nine hours. However, the materials can also be used individually. The content of the materials includes information on the nature of goals, justifying the use of goals, writing behavioral objectives, utilizing task analysis and sequencing objectives, and prescriptive programming. The Participant Manual contains all the instruction required for successful completion of the material. The Workbook has exercises which allow the participant to practice what has been learned.

1561 Jacobson, J., Research and demonstration project to develop a work evaluation work adjustment unit in a human resource center. Salt Lake City, Utah: Utah State Board of Education, Division of Rehabilitation Services, 1973.

The purpose of this study was to investigate the impact of a work evaluation-work adjustment unit. Two objectives were examined, the first being the success of the client following evaluation and adjustment services, and the second, the counselor's (referral source) opinion of the unit's services. (R & D Final Report #15-P-55257 - NTIS PB 237 296)

1562 Leslie, J., et al., Development of comprehensive competitive employment services for the physically handicapped - Phase I report. Wichita, Kansas: Wichita State University, College of Engineering, Department of Industrial Engineering, 1973.

The major objective of the project reported on was to develop a system whereby severely physically handicapped individuals (primarily cerebral palsied) would be evaluated in order to competitively seek and obtain employment, primarily in private industry. This report is on the development of an evaluation system including: reach hardware, designed to measure range of reach in three planes; controls hardware, designed to measure an individual's performance using typical controls as found on machine tools; and assembly hardware, designed to measure a person's performance at tasks typical of those found in industrial small assembly jobs.

1563 C.O.O.R. Intermediate School District, R.O.O.C. Workshop: A description of programs and services. Roscommon, Michigan: Author, n.d.

Provides a description of a work activities center and sheltered workshop serving a four county area in Michigan. A primary purpose is to provide evaluation, job training and other therapeutic work experiences for physically and mentally handicapped students referred from local school districts. Included are conditions, performance standards, and criteria for skill training in the following areas: factory production, data processing, custodial, general merchandising, secretarial, and bus driving.

1564 Sanders, R., Behavior modification in a rehabilitation facility. Carbondale, Illinois: Southern Illinois University Press, 1975.

According to the author, the primary purpose of this book is to help rehabilitation personnel understand and utilize research findings in behavior modification. To accomplish this, the book has four functions. First, it provides background information on the principles and rules of behavior modification. The author states that a conscious effort was made to minimize jargon so that the material could be easily understood and applied with maximum benefit to clients. Second, the book utilizes a "how-to-do-it" approach, dealing with the steps that are necessary to reach specific goals for clients. Third, a separate chapter is included which covers some of the more detailed considerations and techniques of behavior modification which are introduced in the research reports. Last, a bibliography is provided for those interested in seeking additional information.

1565 Sherman, R., Behavior modification in a workshop. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(4), 7-10.

This article is a description of a behavior modification program for mentally retarded clients. It emphasizes need for professional input in program development in order to insure a quality program, maintenance of careful record keeping, and need for positive attitudes and behaviors on the part of the program administrators.

1571 Studen, L., & Bergstein, P., The mobile unit for vocational evaluation. In T. Lake (Ed.), Career education: Exemplary programs for the handicapped. Reston, Virginia: The Council for Exceptional Children, 20-33, n.d.

Describes the mobile van evaluation unit which travels to 15 Baltimore County High Schools to evaluate 10th grade students for a one week period in order to determine their occupational potential. A floor plan is included along with a description of some of the evaluation work areas and a typical itinerary for a one week evaluation period.

1572 Lake, T. (Ed.), Career education: Exemplary programs for the handicapped. Reston, Virginia: The Council for Exceptional Children, n.d.

Describes six exemplary programs which provide vocational evaluation, career exploration and career education for the handicapped including the Career Development Center (New York) an alternative high school program; The Mobile Unit for Vocational Evaluation (Maryland) providing a one week evaluation for 15 local high schools; Project Serve (Minnesota) serving educable mentally retarded students; Project Worker (California) a program for the teenage handicapped job seeker; The Technical Vocational Program for Deaf Students (Minnesota) using an existing school serving hearing students to train deaf students; and Vocational Village (Oregon) a career oriented educational program for handicapped and disadvantaged students.

1573 Nadolsky, J., The experiential component of vocational evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 3-7.

Discusses the experiential (actual client experience with work) component of vocational evaluation as a unique characteristic which sets the vocational evaluation process apart from other assessment programs. Other human service fields such as education, medicine, and psychology utilize primarily statistical and/or clinical assessment approaches.

1574 Pruitt, W., Vocational evaluation: Yesterday, today, and tomorrow. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 8-16.

This article briefly reviews the historical development of the vocational evaluation process and focuses upon (1) present basic concepts which have been developed in vocational evaluation and (2) selection of clients for vocational evaluation programs. Future trends in vocational evaluation are also discussed.

1575 Zelle, J., Early prevocational evaluation of persons with severe disabilities. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 17-23.

Emphasizes the importance of early prevocational intervention, especially for those clients with catastrophic and/or severe disablement. It also discusses the need for prevocational evaluation, assessment of the client's emotional status and ability to communicate, initial objectives of early entry techniques of assessment, and modifications in test selection and administration.

1576 Dial, J., & Swearingen, S., The prediction of sheltered workshop performance: Special application of the McCarron-Dial Work Evaluation System. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 24-33.

The subject of this study was the use of the M.D.W.E.S. (McCarron-Dial Work Evaluation System) to determine (1) work task productivity and (2) appropriate entry level wages for clients in work programs. A description of the M.D.W.E.S. is included along with research results using the M.D.W.E.S. in the area of productivity and client wages with mentally retarded clients.

1577 Spike, R., Client self-selection of tests and work samples in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 34-38.

The purpose of the study was to investigate the principle of client involvement in vocational evaluation. The client's selection of his or her own tests was used as the independent variable. It was postulated that clients who chose their own measurements would tend to perceive vocational evaluation as being more useful than would clients who did not select their own tests and work samples.

1578 Nadolsky, J., The counseling function in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 39-45.

The purpose of this paper is to explore the counseling function as it relates to fulfillment of the vocational guidance role in the vocational evaluation process. Counseling is presented as a means of assisting the client not only toward a suitable vocational goal but also as a means of helping the client realize his personal and social potential.

1579 Rice, B. (Ed.), An innovative approach to developing life adjustment skills in rehabilitation clients, rev. of Means, B., Personal achievement skills training (Arkansas Rehabilitation Research and Training Center). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 46-49.

A description is provided for the Personal Achievement Skills Training package (PAST) developed at the Arkansas Rehabilitation Research and Training Center, 1975. It is designed as an alternative to group counseling, group therapy, or general personal adjustment training programs in the service delivery system. The basic rationale of the program is that people develop successful or unsuccessful life patterns. The program allows participants to define their life pattern and determine what they are moving toward in life.

1580 Piller, R., The Micro-TOWER System. In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 50-53.

A description and discussion of the Micro-TOWER System, developed at the ICD Rehabilitation Research and Training Center, New York. The system consists of 13 work samples, any of which may be group administered.

1581 Dunn, D., Using competitive norms and industrial standards with work samples (Interface Number 9). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The author contends that the use of competitive norms and industrial standards in vocational evaluation can result in the misleading comparison of the performance of unpracticed and inexperienced individuals to that of practical and experienced workers. It also offers suggestions for modifying norming procedures.

1582 Dunn, D., Korn, T., & Schneck, G., What's it mean? Occupational terms in vocational rehabilitation (Interface Number 8). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this paper is to discuss and define the following ten common vocational terms: element, task, duty, position, job, occupation, vocation, career, work, and employment.

1583 Korn, T. (Ed.), A work sample style guide (Interface Number 10). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this monograph is to describe a Work Sample Style Guide sufficiently flexible to allow for development of multiple objective work samples as well as for alternative sample instruction modes. Steps involved in work sample development discussed are: determination of work sample need, determination of work sample intent, description of assessment task, development of a pilot work sample, field trial and modification, development of technical support, and dissemination and usage by others.

1584 Leslie, J., et al., Development of comprehensive competitive employment services for the physically handicapped - Phase II report. Wichita, Kansas: Wichita State University, College of Engineering, Department of Industrial Engineering, 1974.

The major objective of the project reported on was to develop a system whereby severely physically handicapped individuals (primarily cerebral palsied) would be evaluated in order to competitively seek and obtain employment primarily in private industry. This report is on the testing phase, devoted to actual testing of residual capabilities of handicapped clients (utilizing hardware and evaluation procedures developed in Phase I) and the final phase designed for employment of the physically handicapped in on-going work activities.

1585 Research Utilization Laboratory, Job placement and job development (RUL #7). Chicago, Illinois: Jewish Vocational Service, 1976.

The publication provides descriptions of job placement and job development programs in use which have been demonstrated to be effective in the field. It is essentially written by placement specialists and is designed for use both by counselors, administrators, and placement personnel.

1588 Adams, A., New challenges for vocational rehabilitation. Menomonie, Wisconsin, University of Wisconsin - Stout, School of Education, Stout Vocational Rehabilitation Institute, 1976.

Discusses the need to improve service delivery systems particularly as such delivery applies to the severely handicapped. Emphasizes that evaluation and adjustment professionals must strive to develop more reality-based evaluation and adjustment services with an increased view toward utilization of the private sector.

Also discusses need for development of post employment services, client and counselor training, elimination of delays in providing services, and better placement service.

1589 Benham, J., Utilization of JEVS Work Sample Battery in a rural school setting. The Sampler, 1976, 3(2), 3.

A discussion of the implementation of a vocational evaluation system in a rural school setting utilizing the JEVS Work Sample Battery.

1590 Birch, W., Implementing several work sample systems into one evaluation center. The Sampler, 1976, 3(2), 1, 4.

A discussion of the ways by which Gateway Technical Institute in Wisconsin implemented the JEVS and Singer Systems along with locally developed work samples into a workable system.

1591 Houts, P., & Scott, R., How to catch your staff doing something right. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1975.

Cartoon illustrations are used to describe the process and development of individualized goal planning.

1592 Lippmann, G., & Porter, G., How to establish competency model programs for the delivery of vocational services to the severely handicapped. Austin, Texas: Lippmann/Porter, 1976.

The purpose of this manual is to demonstrate how to establish a competency based model for delivery of vocational services to clients. It is designed primarily for use in a vocational rehabilitation facility. As employability is the ultimate goal for clients, employability is defined into concrete observable behaviors including (1) physical sensory capabilities, (2) social/emotional characteristics, and (3) functional education skills. Chapters include: How to operationalize characteristics into observable and measurable behaviors; how to set proficiency levels; how to do task analyses; how to develop a competency model staff; and how a competency based program lends itself to compliance with the rehabilitation act and facility accreditation standards.

1593 Research Utilization Laboratory, Goal attainment scaling in rehabilitation (RUL #5). Chicago, Illinois: Jewish Vocational Service, 1976.

As described by the authors, this manual has two major functions: to introduce Goal Attainment Scaling as an evaluation tool in rehabilitation and to train rehabilitation personnel in construction and use of scales. The manual provides basic information on the principles of the procedures, case examples, and the opportunity to develop sample scales. Additional information is furnished on the pilot study used in field testing the procedure.

1594 Randolph, A., Vocational evaluation of the severely handicapped - an overview for rehabilitation counselors. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1976.

A curriculum outline designed as an orientation to and overview of vocational evaluation for rehabilitation counselors. The training is designed to focus on three aspects of vocational evaluation: general information such as definitions and components of vocational evaluation; rehabilitation counselor's attitude toward his responsibility for vocational evaluation; and the counselor's recommendation for further training.

1595 Parham, J., Individual program planning with the developmentally disabled. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1976.

This manual is one part of an instructor-free training package in individual program planning for the developmentally disabled. The objective is to guide staff persons in developing general goals with the client, stating behavioral objectives and treatment strategies, and evaluating the effectiveness of the plan. According to the developers, the basic concepts of individual program planning in the package are sufficiently flexible to apply to all disabilities. The training is designed primarily for use in a group setting. (Note: the complete training package also includes workbooks and video-tapes which are not included here. The purpose of this loan package is to familiarize the reader with the training program. For further information on obtaining the training program, contact: Director of Training, Research and Training Center in Mental Retardation, Texas Tech University, P.O. Box 4510, Lubbock, Texas 79409.)

1596 Houts, P., & Scott, R., Goal planning with developmentally disabled persons: Procedures for developing an individualized client plan. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1975.

This workbook is part of a training package which is designed to be group administered. An audio tape and instructors manual is also included. The workbook, by itself, contains all of the basic information on the goal planning procedure. The four basic strategies of goal planning include the following: 1) involve the client from the beginning; 2) use the client's strengths to set goals which help with his needs; 3) use small steps to reach the goal; and 4) state clearly who will do what and when. The workbook also emphasizes the use of clear language, development of strengths-needs lists, and the use of rewards to increase positive behaviors. The workbook uses an easy-to-follow cartoon format.

1597 Korn, T., Occupational information in rehabilitation services I. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This is a pre-program self study guide intended to meet the following goals: to describe why the Dictionary of Occupational Titles is useful to rehabilitation workers, to provide a description of the organization and content of the Dictionary of Occupational Titles, and to provide definitions of terms and concepts used in the Dictionary of Occupational Titles and in the job analysis process.

1598 Randolph, A., Vocational evaluation - a guided discussion for rehabilitation counselors. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1976.

This is a learning activity designed for use with rehabilitation counselors to teach them about issues related to vocational evaluation. The guided discussion format provides an opportunity for participants to discuss their ideas, knowledge, and skills with each other.

1599 Mason, V., & Graham, C., Vocational evaluation services help client assess work skills. Research Review, 1976, 2(6), 5-8.

Describes the vocational evaluation program at North Texas State University (Denton). The program is divided into five parts: phase I - referral, phase II - intake and orientation, phase III - services, phase IV - discharge, and phase V - program evaluation.

1600 Valpar-Spective, ...On the making of behavioral observations. Valpar-Spective, 1975, 1(4), 1-3.

A discussion of the importance of behavioral observations in the vocational evaluation process. Points out negative outcomes of neglecting behavioral observation. Also describes the VALPAR Worker Characteristics chart which is designed to provide an awareness guide in the making of important behavioral observations.

1601 Valpar-Spective, ...The client report - comments and examples. Valpar-Spective, 1975, 1(4), 4-19.

Describes and includes examples of a number of client report formats which can be used as guides for the practitioner in developing a report form to meet local needs. Discusses, in particular, what information is needed in a report and how this needed information may change from agency to agency.

1602 Todd, H., & Chyatte, S., A system for contract bidding in sheltered workshops by application of predetermined time standards. Paper presented at the Georgia Rehabilitation Facility, Contract Administrators Workshop, Atlanta, Georgia, August, 1976.

This paper presents a description of the use of MTM-3 (a simplification of the original MTM method) in a workshop to verify costs on existing contracts and to develop a set of standards to be used by the contract administrator on future bidding. Completed MTM Element Analysis Summary Forms are included as examples.

1603 Overs, R., Avocational evaluation and work adjustment: A deterrant to dependency. Journal of Rehabilitation, 1976, 42(6), 21-24, 40, 48.

Avocational activities are defined as leisure time activities. The importance of planning for and providing such activities as an alternative to paid work is emphasized. Leisure activities are proposed as a worthwhile alternative to vocational goals when the latter is not immediately feasible.

1604 Todd, H., & Chyatte, S., A system for assessment of work sample norms in rehabilitation facilities by application of predetermined time standards. Paper presented at Georgia Rehabilitation Facility Vocational Evaluation Workshop, Atlanta, Georgia, September, 1976.

Explains how methods-time-measurement (MTM) can be used to establish standards of normal performance, improve existing work methods, and synthesize anticipated production. Also discusses more recently developed MTM methods such as MTM-2 and MTM-3. Provides examples of how MTM-3 was used on a number of work samples, resulting norms, and how those norms compared with the norms which had been originally developed for the work sample.

1605 Schneck, G., Job analysis: A self-study manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this manual is to provide self-training in the use of job analysis, a United States Department of Labor developed procedure for obtaining specific information about a particular job. This includes what the job requires the worker to do; methods and techniques used to do the work; machines, tools, and equipment used, materials used; products manufactured; subject matter dealt with and services which result; and traits required of the worker to perform in the job.

1610 Texas Rehabilitation Commission, Prevocational training workbook. Austin, Texas: Author, 1974.

The prevocational training package consists of the instructor's guide to be used by the instructor and the workbook to be used by the student. The workbook, discussed here, covers the following curriculum areas: job information sources; responsibility to government, budgeting, checking accounts and savings; family relationships; self concepts; and job seeking which includes self inventory, application completion, interviewing and role palying for an interview (see separate annotation for the prevocational training instructor's guide).

1611 Texas Rehabilitation Commission, Prevocational training instructor's guide. Austin, Texas: Author, 1974.

This prevocational training package consists of the instructor's guide to be used by the instructor, and the workbook to be used by the student. The guide, discussed here, presents individual lesson plans covering each of the following objectives of the curriculum: job information sources; responsibility to government; budgeting, checking accounts and savings; family relationships; self concepts; and job seeking which includes self-inventory, application completion, interviewing, and role playing for an interview (see separate annotation for workbook).

1612 Cardwell, J., Jr., Curry, D., & Bato, A., Work evaluation/work adjustment: An evaluation. New York, New York: National Urban League, Inc., 1975.

A report of a demonstration carried on by the National Urban League project to investigate the value of work evaluation and work adjustment. Section 1 describes the clientele; Section 2 describes the work evaluation/work adjustment process; Section 3 details placement and other outcomes as a result of the project; Section 4 answers questions such as "did work evaluation/work adjustment change clients attitudes toward working, what proportion of clients were actually placed on jobs, and was a work evaluation/work adjustment client more likely to have a job after work evaluation/work adjustment than before?"; Section 5 discussion is about how clients felt that work evaluation/work adjustment helped them. (R & D Project #12-P-55257/8-01, 12-P-55522/4-01, 12-P-55522/12-01)

1614 Shellhaas, O., Personal, social adjustment training curricula manual. Austin, Texas: Austin State School, Vocational Rehabilitation Department, n.d.

This manual is designed for training in personal and social adjustment skills and is intended primarily for use with moderately retarded clients. Pre-test and evaluation forms precede the sub-sections of the manual which can be used to establish baseline functioning and to record progress. Each teaching unit also includes an objective(s), activities, and materials. Unit topics are grooming, social adjustment, human relationships, social skills (manners), vocational adjustment, basic education skills, counting, time concepts, money handling and budgeting, using community resources, and mobility (transportation).

1615 Twomey, W., Placement of the severely handicapped (Second Institute on Rehabilitation Issues). Institute, West Virginia: Research and Training Center, 1975.

This document is intended as a reference guide for rehabilitation personnel to assist them in job placement efforts. It is an attempt to bring together practical and concrete ideas which can be referred to as needed. Sections include: responsibility of the counselor to do placement, placement models, suggestions for identifying employment opportunities, factors in evaluating the client for the job use of community agencies to effect the total rehabilitation of the client, strategies and techniques for assisting the client toward placement, and a review of the legislation as it pertains to the placement.

1616 Zawada, A., Rehabilitation of the severely disabled. (Eleventh Institute on Rehabilitation Services). Institute, West Virginia: Research and Training Center, 1973.

The purpose of this publication is to suggest methods of dealing with the rehabilitation problems of the severely disabled. Some of the sections discussed are: definitions of the severely disabled, potential client population factors to be evaluated in a comprehensive rehabilitation program including medical, psychological, sociocultural, transportation, and housing needs. The topic of extended evaluation and its potential use in the rehabilitation process of the severely disabled and a suggested format to measure present levels of client functioning and client change is also included.

1617 Bureau of Standards, Methods and Planning, A guide for group training in job finding. Trenton, New Jersey: New Jersey State Employment Service, Division of Employment Security, Department of Labor and Industry, 1963.

Group training in job finding consists of a series of training sessions on the principles of job finding and selling your services to a prospective employer. The sessions are as follows: becoming acquainted with the labor market including local and national trends; self inventory of job skills and abilities; learning the various sources of job leads, learning how to effectively present qualifications to an employer by means of a personal interview, a letter of application, and the resume. (This pamphlet was designed primarily for use in state employment service agencies and calls for the use of other state employment service forms.)

1619 Barber, G., Mannino, J., & Will, R., The D.A.L.E. System (Developmental Assessment of Life Experiences) Manual. Erie, Pennsylvania: Dr. Gertrude A. Barber Center, Inc., 1975.

This manual is designed as an inventory to assess competencies in home and community living experiences for the exceptional individual. Contains a graphic representation of the inventory which illustrates each individual's progress during the process of professional intervention. The instrument can be used to facilitate planning and programming as they relate to an individual's needs and goals.

1620 Esser, T., A structured guide for selecting training materials in adjustment services. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The author's purpose was to identify significant documents from the body of literature in the field of adjustment services and then categorize those documents according to the following adjustment process areas: defining adjustment services; behavior observation, identification and analysis; individualizing the adjustment plan, implementing the adjustment program; program monitoring, recording, and reporting; and program evaluation. Annotations are included with each of the 43 significant documents. For quick reference, a resource grid is provided which relates each document according to one or more of the process areas. A short list of audio-visual material on adjustment services is also included.

1621 Carlson, P., Job readiness training program. Warren, Ohio: Hillside Hospital, 1974.

The purpose of the Job Readiness Program is to instruct those clients who have been determined to be employable in how to find, get, and hold a job. The program content includes the following instructional areas; a self-evaluation of job seeking skills, getting job leads, filling out job applications, preparing for and how to act on an interview, how to follow up an interview, how to hold a job after being hired, and wages, work rules, and benefits. The manual consists of an instructor's guide and procedures manual, lesson plans, and a client's workbook.

1622 Whitehead, C., Planning and organizing a sheltered workshop for mentally retarded persons. Arlington, Texas: National Association for Retarded Citizens, 1977.

This publication provides basic considerations and recommendations for those involved in planning and organizing a sheltered workshop for the mentally retarded. Chapters include regulations and financial assistance, budgeting for operations, procurement and subcontracts, rehabilitation services, business and personnel management, technical assistance resources, public relations, standards and accreditation, and a bibliography and references.

1623 Bergman, A., A guide to establishing an activity center for mentally retarded persons. Arlington, Texas: National Association for Retarded Citizens, 1977.

Designed for use by those involved in the development of an activity center, this publication includes a historical overview of activity centers, contemporary philosophy and ideology, planning a work activity center, individual evaluation and program planning, personal-social adjustment training, work adjustment training, vocational training administration, and a bibliography of references.

1624 Scholl, G., & Schnur, R., Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, New York: American Foundation for the Blind, 1976.

This manual was developed to provide a resource for those seeking appropriate measures of psychological, vocational, and educational functioning in the blind and visually handicapped and general information on how to go about using such measures with this particular population. Includes measures of intellectual functioning; educational measures, preschool and social functioning measures; vocationally oriented measures; objective personality measures; and projective personality measures.

1625 Rodhouse, L., Work-related behaviors as perceived by employers, workshop personnel, and existing rating scales. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 8-14.

The purpose of this study was to assess the extent to which workshop personnel and employers agree or disagree about which job related behaviors are the most important in keeping a job. Critical job behaviors listed by both employers and workshop personnel are provided on separate tables. Possible reasons for differences in opinions are discussed and recommendations for possible research are made.

1626 Sankovsky, R., Brolin, J., & Coffey, D., Vocational evaluators identify training needs: Report of a national survey. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 15-19.

The designers of this study solicited direct input from practicing evaluators in order to identify specific skill and competency deficiencies in their preparation and training. The participants were asked to indicate skills and knowledges which they felt were necessary in order to provide fair, adequate and comprehensive vocational evaluation services for their clients.

1627 Karan, O., The use of extended evaluation for mentally retarded clients. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 20-26.

Indicates that severely mentally retarded individuals have been denied VR services despite the lack of establishment of valid doubt for success. Emphasizes that the extended evaluation option should be used to a greater extent by rehabilitation counselors to (a) determine a mentally retarded client's eligibility for rehabilitation service and (b) to gather information to provide the foundation for formulating the plan of service.

1628 Carter, A., Psychoeducational design for rehabilitation workshops. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 27-39.

Suggests that learning theory (psychoeducational design) should be incorporated to a far greater extent in the evaluation/adjustment process. In order to provide an individualized learning program which will allow the client to understand, learn, and subsequently be able to perform tasks not previously mastered. Four variables must be considered and manipulated if learning is to occur: analysis of the objective, presentation of the material, participation of the client, and proper reinforcement.

1629 McPhail, J., & Harris, A., Business community assistance in evaluation and training: An example. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 40-43.

Describes an on-the-job evaluation and training program in which clients are placed in motel operations following an initial evaluation in the sheltered workshop. Importance of close follow-along and follow-up is stressed.

1630 Rosenberg, B., The TOWER System. In A. Sax (Ed.), Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 44-48.

Describes the TOWER System and lists many of the work samples from that system which are most commonly used with clients.

1631 Irvin, L., & Halpern, A., Reliability and validity of the social and prevocational information battery for mildly retarded individuals. American Journal of Mental Deficiency, 1977, 81(6), 603-605.

The reliability and the validity of the Social and Prevocational Information Battery (SPIB) for EMR was evaluated. Results substantiated initially reported reliability and validity indices. The SPIB consists of nine tests that measure knowledge in the following domains: job search skills, job related behavior, banking, budgeting, purchasing, home management, health care, hygiene and grooming, and survival reading.

1632 Friedenberg, W., & Martin, A., Prevocational training of the severely retarded using task analysis. Mental Retardation, 1977, 15(2), 16-20.

Two severely retarded students were trained on a task requiring multiple, multidimensional discrimination. Two procedures were subjected to task analysis and training procedures for each were devised. Production tests suggested that tangible reinforcement may be a necessary ingredient in maintaining low-error performance with an inherently non-reinforcing task.

1633 Cohen, B., VIEWS: New chance for the retarded. Performance, 1977, 27(9), 13-17.

Describes VIEWS (Vocational Information and Evaluation Work Samples) developed by the Jewish Employment and Vocational Service, Philadelphia. Provides brief information about how the system is used with clients.

1634 Karan, O., et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976.

Contains articles in the following areas: Current trends in vocational evaluation and training of the mentally retarded, research studies on work training with the retarded, social and recreational skill training with the retarded, training for professionals who work with the mentally retarded, and computer applications in programming for the severely developmentally disabled.

1635 Karan, O., Crisis intervention. In O. Karan, et al., Habilitation practices with the severely disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 14-25.

Describes the Crisis Intervention project, an attempt to develop an innovative vocational habilitation/rehabilitation service delivery model specifically designed for the severely developmentally disabled. It is designed to benefit those clients who might otherwise be terminated from vocational rehabilitation involvement.

1636 Wehman, P., Schutz, R., & Renzaglia, A., Behavioral training strategies in sheltered workshops for the severely developmentally disabled. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976.

The purpose of this paper is to provide a behavioral analysis of work problems which may be expected of severely developmentally disabled clients, and to identify and discuss a logically arranged sequence of behavioral procedures which are available to overcome specific vocational problems. Client vocational behavior excesses or deficits are as follows: (a) acquisition problem - discrimination deficits, (b) acquisition problem - sensory motor deficits, (c) low production - slow motor behavior, (d) and low production-interfering behaviors. Some specific training techniques for alleviating the work problems are discussed.

1637 Wehman, P., et al., Stimulating productivity in two profoundly retarded workers through mixed reinforcement contingencies. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 60-68.

The purpose of the study is to demonstrate the development of increased work rates in two institutionalized profoundly retarded workers. Different reinforcement schedules and training in work skills which were marketable in the local community were used with each worker.

1638 Bates, P., Wehman, P., & Karan, O., Evaluating work performance of a developmentally disabled adolescent: Use of changing criterion design. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 69-76.

Reports on a study using changing criterion design in which a new higher criterion is established once the original target criterion is met.

1639 Wehman, P., et al., Use of positive practice to facilitate increased work productivity and instruction following behavior in profoundly retarded adolescents. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 77-86.

Two studies are described which demonstrate the successful application of positive practice with profoundly retarded adolescents. The first experiment's purpose was to increase the production rate of a worker who displayed high rates of excessive nonfunctional competing behaviors during work periods. A second experiment was performed in an effort to reduce noncompliant behavior and to increase instruction following behavior in a second worker who consistently refused to follow the daily work routine.

1640 Renzaglia, A., et al., Use of cue redundancy and positive reinforcement to accelerate production in two profoundly retarded workers. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 87-97.

Two studies were conducted to examine the effects of a combination of two behavioral procedures, cue redundancy and positive reinforcement, on the production of two profoundly retarded males.

1641 Wehman, P., et al., Self-management programs with mentally retarded workers: Implications for developing independent vocational behavior. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 98-114.

Describes three research studies which took place in two sheltered workshops with three mentally retarded workers, two of whom were severely and profoundly retarded. The purpose of the studies was to evaluate the effects of external reinforcement, self-administered reinforcement, and self-determined reinforcement on work production rates.

1642 Johnson, W., How to develop an occupational information presentation for facility use. (Interface Number 7). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This article is concerned with the concept, organization, and effective use of media in providing clients with an understanding of the world of work. It is designed to serve as a guide which the professional may use to develop materials for use in facilities. The goal is to establish the use of clear, understandable programs that are low in cost and high in efficiency and ease of production.

1643 Singer, B., Role playing as a treatment adjunct in a transitional workshop setting. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 245-248.

Describes and discusses role playing as an effective technique for developing basic social skills (assertiveness) for handicapped young adults.

1669 Stude, E., & Pauls, T., The use of a job seeking skills group in developing placement readiness. Journal of Applied Rehabilitation Counseling, 1977, 8(2), 115-120.

Clients ready for job placement but needing additional skills to successfully complete the employee selection process participated in a Job Seeking Skills group. The Job Seeking Skills group as an aid to developing placement readiness is discussed and recommendations for further research are presented.

1670 Todd, H., & Lieffers, R., Methods-Time-Measurement as applied to the Purdue Pegboard. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 10-19.

Discusses the application of MTM-3 (an industrial engineering technique used to establish standards or norms for job performance) to the Purdue Pegboard, a test for measuring an individual's manipulative dexterity.

1671 Lytel, R., Jr., & Manoleas, P., The utility of the counselor-evaluator model in the assessment of emotionally disabled clients. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 20-24.

Examines a method of vocational evaluation of mental health clients using a synthesis of task performance and psychosocial analysis. The counselor-evaluator model enables client responses to be interpreted both as performance on standardized tasks and as part of the clients role perception and self-image.

1672 Bodenmiller, F., & Sanders, R., Decreasing non-compliant behavior in a sheltered workshop. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 25-31.

The purpose of this study was to attempt to reduce or eliminate the non-compliant behaviors of one workshop client, specifically as that non-compliance related to supervisory directives. A combination of feedback, instructions, and differential reinforcement was used.

1673 Botterbusch, K., The type of media playback equipment available in rehabilitation facilities. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 32-38.

The purpose of the study was to determine what media formats are the most commonly used in rehabilitation facilities. Reports on the number and percent of facilities owning and having access to various types of audio-visual playback.

1674 Sankovsky, R., & Brolin, J., New directions for training vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 39-44.

This is a report of a one year project to develop an innovative approach to training vocational evaluators through the development of performance-based training materials and simulation activity.

1675 Rice, B. (Ed.), Vocational rehabilitation: A new perspective on current issues, rev. of Rusalem, H., & Malikin, D. (Eds.), Contemporary vocational rehabilitation (New York University Press). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 45-49.

Reviews Rusalem and Malikin's Contemporary Vocational Rehabilitation.

1676 Rosen, G., The Views Evaluation System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 50-51.

Describes the VIEWS System which is intended as an evaluation system for mildly, moderately, and severely retarded individuals.

1680 Gold, M. W., *The acquisition of a complex assembly task by retarded adolescents*. Urbana-Champaign, Illinois: University of Illinois, Children's Research Center, 1969.

A study conducted with 64 moderately and severely retarded individuals in sheltered workshops who assembled a 15 piece and a 24 piece bicycle brake utilizing discriminant learning by using form only for one group and color-form for the other group. Results are plotted in various graph forms.

1681 Parnicky, J., Kahn, H., & Burdett, A., Standardization of the (VISA) Vocational Interest and Sophistication Assessment Technique. *American Journal of Mental Deficiency*, 1971, *75*(4), 442-448.

A sample of over 3,000 mildly retarded adolescents and young adults were administered a newly designed picture-inquiry instrument to measure vocational interest and knowledge. Subjects were drawn from institutions, schools, and workshops. Reliabilities and norms for both male and female forms of the test were substantially established. Data regarding validity and applicability, while more limited, were promising.

1682 Bonner, W., Eckles, C., & Stern, A., *A handbook of workshop production aids*. Sacramento, California: Department of Rehabilitation, Facilities Development Section, 1974.

Contains examples of special tooling and machines employed by California workshops and rehabilitation facilities to increase efficiencies in contract work. The main intent is to show possibilities, and to widen the horizons of production managers to think in terms of developing production efficiencies.

1683 Stodden, R., Casale, J., & Schwartz, S., Work evaluation and the mentally retarded: Review and recommendations. *Mental Retardation*, 1977, *15*(4), 25-27.

The use of work samples as predictors of vocational behavior with the mentally retarded has become a widespread practice. This article reviews the work sample batteries presently in use and offers a critical analysis of their role with the mentally retarded, along with the recommendations for appropriate use in evaluation and training.

1684 Walls, R., & Werner, T., Vocational behavior checklists. *Mental Retardation*, 1977, *15*(4), 30-35.

Thirty-nine behavior checklists containing items (behavior descriptions) related to pre-vocational, vocational, occupational, and work behaviors were reviewed, categorized, and evaluated. Strategies for selecting and utilizing vocational behavior checklists to facilitate training and assessment are discussed.

1692 Research Utilization Laboratory, *Basic guidelines for role-playing in rehabilitation settings*. Chicago, Illinois: Jewish Vocational Service, n.d.

These guidelines are directed toward directors of role playing groups in rehabilitation settings. Various aspects of role playing are discussed including defining role playing, learning to role play, potential of role playing, how role playing teaches conditions for forming a group, developing a written plan for a role play, physical requirements (setting), scheduling and duration of role plays, and directing behavior.

1695 Sirmons, M. (Ed.), *Big Bend Resource Book*. Panama City, Florida: Tom P. Haney Vocational Technical School, 1977.

The first part of the manual contains instructions for the development of the following work samples: adding machine, alphabetical filing, ashtray, balancing board, check writing, copper tooling, inventory, leather collating, nameplate, nametag, picture frame, 100 piece puzzle, parts counterman, resistor identification test, and weight tolerance. The second part contains a variety of behavioral identification formats.

1697 S.A.V.E. Enterprises, *S.A.V.E. Systematic approach to vocational evaluation*. Rome, Georgia: Author, 1977.

Describes the S.A.V.E. System (an acronym for Systematic Approach to Vocational Evaluation). Relates the system's development to the U.S. Department of Labor's *Dictionary of Occupational Titles* and describes components of the system.

1698 Gannaway, T., & Sink, J., *The relationship between the vocational evaluation system by Singer and employment success in occupational groups*. Rochester, New York: The Singer Company, 1977.

This study was designed to compare the relationship of the Singer Vocational Evaluation System job-sample scores with employment success in occupational groups. Research results are included.

1699 Field, T., Gannaway, T., & Sink, J., *An assessment of the Singer Vocational Evaluation System as a catalyst for occupational information seeking behaviors*. Rochester, New York: The Singer Company, 1976.

The major hypothesis of this study is as follows: "Exposure to ten work samples of the Singer Vocational Evaluation System will cause the individual to seek more vocational information, as compared to individuals not exposed to the ten work samples." Research results, conclusions and implications are included.

1700 Nadolsky, J., & Brewer, E., The staff conference and group decision making: A preliminary investigation. *Rehabilitation Literature*, 1977, *38*(8), 242-249.

Reviews the literature related to the staff conference in a research study to determine the number of vocational evaluators who use the staff conference technique. The value of a staff conference as a group decision making process is also discussed.

1702 Dunn, D., The reliability of evaluator ratings and program length. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 8-13.

The purpose of this study was to test two hypotheses using ratings obtained on a daily basis for a group of individuals during the span of a 15 day vocational evaluation program. The first hypothesis predicted that serial reliabilities developed by correlating each day's ratings against those obtained on the last day would show a steady increase. The second hypothesis predicted that this increase in reliability would follow a logarithmic curve function.

1703 Jones, C., & Lasiter, C., Worker-non-worker differences on three Valpar Component Work Samples. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 23-27.

This study reports that non-disabled competitively employed test subjects scored higher on Valpar Component Work Sample Tasks than non-worker subjects. The question is raised regarding the validity of vocational direction derived from work sample norms that are not based on industrial populations.

1704 Micali, J., Comprehension levels of the Coats and Singer Vocational Evaluation Systems: Implications for use with the retarded. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 28-31.

The results of the present study suggest that the Singer Vocational Evaluation System has a lower oral comprehension level than the Coats System, particularly as it applies to use of either system with the mentally retarded.

1705 Botterbusch, K., & Sax, A., Some consideration for the selection of a commercial vocational evaluation system. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 32-36.

Presents a number of considerations for the selection of a commercially available vocational evaluation system which will be appropriate to the particular needs of a facility.

1706 Rice, B. (Ed.), The severely handicapped homebound: Implications for vocational evaluation and adjustment services, rev. of Fourth Institute on Rehabilitation Issues, Rehabilitation of the severely handicapped homebound (Arkansas Research and Training Center). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 37-41.

Reviews the work of the Fourth Institute on Rehabilitation Issues, Rehabilitation of the severely handicapped homebound, a resource and training manual designed to aid in the rehabilitation of the homebound. Also includes implications of the 1973 Rehabilitation Act as it pertains to the practice of vocational evaluation and adjustment.

1707 Esser, T., Client orientation: Introducing you to vocational evaluation. In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 42-44.

Describes MDC's slide/tape presentation Client Orientation: Introducing You to Vocational Evaluation and discusses the importance of providing the client with information about the vocational evaluation process.

1711 Nadolsky, J., A "working" philosophy for vocational evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 5-11.

The United States is evolving into a society in which the majority of citizens will be directly involved in the provision of service to others. In order to maintain its essence as a truly individualized assessment service, vocational evaluation needs to operate within the confines of a philosophy that is concerned with individual potentiality. Therefore, the ability of vocational evaluation to maintain its identity in a service oriented society will be dependent upon the degree to which its practitioners understand, accept, and express commitment to the disciplines underlying philosophy.

1712 Usdane, W., International Seminar on Sheltered Employment: Assessment and training. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 12-21.

This article is based upon a paper presented by the author of the International Seminar in Sheltered Employment in England, 1975. Reviews current status and importance of the evaluation process in the United States and also covers history and development of the process. Reviews training programs for the disabled in the United States, including projects with Industry (P.W.I.).

1713 Jenkins, W., Anderson, R., & Odle, S., Expediting government involvement in rehabilitation workshop programs. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 31-39.

This paper briefly summarizes several legislative acts focusing on rehabilitation (Wagner-O'Day and Rehabilitation Act of 1973), the role of the National Industries for the Severely Handicapped (NISH), and a report of a conference held in 1975 on stimulating government use of workshop programs.

1714 Kay, H., Jr., Service systems and program evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 40-47.

Presents suggestions for determining the program structure to which a program evaluation system can be applied, i.e., work evaluation only, evaluation - training, sheltered work, or work activities.

1715 Carlson, H., The rehabilitation process and professional values. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 48-54.

Maintains that vocational rehabilitation professionals erect barriers to effective service delivery by adopting policies, techniques, and values which are contrary to the profession's stated goals and purposes.

1716 Botterbusch, K., The Systematic Approach to Vocational Evaluation (SAVE). In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 55-58.

Describes the SAVE System (Systematic Approach to Vocational Evaluation) which will ultimately be comprised of three separate packages: Package A for the evaluation of lower functioning persons (now on the market); Package B for the evaluation of persons with high school level skills; and Package C for more advanced individuals. Explains how the SAVE System is built on the Worker Trait Group (WTG) arrangement of the Dictionary of Occupational Titles.

1717 Carnley, N., Differences between American and European workshops: Implications for training. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 23-30.

Contrasts European and American workshop orientations in three areas: (1) teaching practices, (2) industrial orientations of the workshops, and (3) attitudes of the students, teachers, and supervisors. Contends that if sheltered workshops within the United States are to become self-sufficient (as in Europe) their goals and concepts must be modified to make self-sufficiency economically possible.

1721 Fry, R. (Ed.), Suggested publications for developing an agency library on work evaluation and work adjustment. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The purpose of this publication is to provide a select list of documents to choose from to establish an agency or personal starter library on the subjects of work evaluation and work adjustment. This revision of "Suggested Publications" lists 52 titles with annotations and ordering information for documents available from MDC and other sources.

1722 Vocational Research Institute, Jewish Employment and Vocational Service, MODAPTS...industrial comparisons for VIEWS. The Sampler, 1977, 4(2), 1-2.

Jewish Employment and Vocational Service (JEVS), Philadelphia, developer of the VIEWS System has utilized the MODAPTS System for the establishment of industrial time standards for the evaluation system.

1723 Vocational Research Institute, Jewish Employment and Vocational Service, Everything you always wanted to know about local norming. The Sampler, 1977, 4(1), 2, 4.

Contains an explanation of how to convert raw work sample error counts and time scores into percentile ranks. Procedure applies to both time and quality norming.

1724 Kowle, C., & Trout, D., Job seeking and job keeping: An annotated bibliography. Madison, Wisconsin: University of Wisconsin - Madison, The Wisconsin Vocational Studies Center, 1977.

This annotated bibliography lists commercial literature, curriculum materials, and job seeking guides relating to job acquisition and maintenance. A range of materials for a variety of audiences is included such as low literate adults, high school students, executive job seekers, the unemployed, and post secondary and college graduates. The types of materials range from audio-visual programs to local curriculum outlines.

1729 Pruitt, W., Vocational (work) evaluation. Menomonie, Wisconsin: Author, 1977.

The author's purpose in writing this book was twofold--first, to help define the professional specialty of work evaluation and secondly to provide a textbook to assist in the training of work evaluation personnel. The content of the book deals with procedures, theory, and principles underlying vocational evaluation methods. The intent is not to provide a "cookbook" on work evaluation but rather to provide information about work evaluation which will assist students and partially trained work evaluators to obtain a better comprehension of the field. Chapter topics include role and function of work evaluators, developing a work evaluation plan, work sample theory and process, commercial work sample systems, situational assessment, developing observational skills, interpretation of work evaluation data, report writing in evaluation, and the work evaluation unit.

1730 Goodwill of Wyoming, Vocational goal development. Cheyenne, Wyoming: Human Services Center, Rehabilitation Department, 1977.

The Vocational Goal Development Program was established for the purpose of assisting an individual to develop a feasible vocational plan. A four week curriculum is contained in the booklet which covers values, attitudes and expectations; vocational exploration; job seeking skills; and survival skills. Published materials, both audio-visual and print, are also listed.

1731 Botterbusch, K., A comparison of four vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The purpose of this publication, which covers the COATS, Hester, Micro-TOWER, and VIEWS, is to present an objective comparison of these vocational evaluation systems. Manuals, technical reports, and related publications were used to obtain information about each system. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations. Also included are sections on considerations in the selection of a commercial vocational evaluation system, reviewer's comments, developer's address, current costs, and references.

1732 Weikle, D., & Coker, C. (Comp.), References on work adjustment and behavior modification. Unpublished paper, Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Contains reference sections on the following: vocational rehabilitation-general; behavior therapy and modification-general; rehabilitation with special populations; and techniques (including modeling, behavior contracts, video counseling/role playing, and automation).

1733 Capobianco, J., Continued socialization. Journal of Leisurability, January 1977, 4-6.

The Continued Socialization Program stresses the development of adequate personal-social skills through leisure activities. The developers of this program emphasize that treating the person only as a worker and not taking into account his/her recreational/leisure needs, is dysfunctional.

1734 Materials Development Center, Work sample manual format. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, 1977.

The Work Sample Manual Format is designed to help practitioners to write their own work sample manuals in a standardized format. Standard informational items which should be included in a work sample manual and which are detailed in this format include: introduction, instructions to the evaluator, administration, scoring, insights, developmental data, construction, bibliography, and an appendix. Examples are used throughout to illustrate points. Also included is a work sample manual organized according to the work sample manual format.

1735 McClure, D., Placement through improvement of client's job seeking skills. Journal of Applied Rehabilitation Counseling, 1972, 3(3), 188-196.

Emphasizes the importance of having agencies provide effective job seeking skill programs for rehabilitation clients. Reports results of several research projects in which concentrated job seeking skill programs were offered.

1736 Flexer, R., Martin, A., & Friedenberg, W., Increasing the productivity of the severely retarded with monetary reinforcement: Developing a work ethic. Mental Retardation, 1977, 15(6), 44-45.

Under production conditions, monetary reinforcement was given to several mentally retarded sheltered workshop clients. In phase I, reinforcement was given on a short fixed interval schedule. Clients could spend their earnings at the end of a week. In phase II, monetary reinforcement was delayed to the end of a 60 minute period. Daily earnings were placed in savings toward a future purpose, usually several weeks away. The clients maintained a high rate of production despite the long delay of gratification as in phase II.

1737 Doane, R., & Valente, M., The role of job coaching in vocational rehabilitation. Journal of Rehabilitation, 1977, 43(5), 45-47.

Describes and discusses the role of job coach, a concept of a new kind of specialist within the rehabilitation field. The responsibility of a job coach is to maintain "people relationships" and functions primarily as a counselor for employees.

1738 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1976 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The Materials Development Center publishes annual annotated bibliographies on the literature in work evaluation and adjustment. The above bibliography, which contains 141 entries, includes primarily the literature produced in 1976. This bibliography and the previous bibliographies serve as a reference to the literature in work evaluation and adjustment, and as a catalog to the loan literature available from MDC. Both a KWOC Title Index (keyword-out-of-context) and a subject type index (new this year) have been included to aid the user in quick identification of annotations relevant to a particular topical area. The indexes include the titles and/or accession numbers of all documents listed in this and previous bibliographies.

1739 White, B., How G.A.S. can fit into the CARF Evaluation Standards. Lab Notes, Special Issue, 1977, 6-7.

An explanation is provided of how G.A.S. (Goal Attainment Scaling), developed by the Program Evaluation Project, Minneapolis, can be used to meet some of the requirement of CARF (Commission on Accreditation of Rehabilitation Facilities) evaluation standards.

1740 Prep, Inc., Preliminary "useability" results of a field study to determine the appropriateness and effectiveness of COATS with special education populations. Prep Research Reports, 1976, 1(15).

Describes a program designed to evaluate the effectiveness of the COATS System (Comprehensive Occupational Assessment and Training System). This report does not include final findings as the project had not been completed at the time of writing.

1741 Kay, H., Program evaluation - a primer. Unpublished paper, Goodwill Industries of North Florida, Jacksonville, Florida, 1975.

Provides a description for developing a program evaluation system in rehabilitation facilities using the objectives of (a) maximizing successful job placements, (b) minimizing terminations due to dropouts and noncooperation, and (c) minimizing time spent in the rehabilitation program.

1742 Benham, J., A study to determine the need for the Colorado Epilepsy Association to provide a vocational evaluation program. Unpublished consultation report, Colorado Epilepsy Association, Denver, Colorado, 1977.

A needs assessment study was completed to determine answers to the following questions: (a) number and type of vocational evaluation programs in the state, (b) number of epileptics currently being provided with vocational assessment services, (c) number of agencies which would participate in a vocational evaluation program if the Colorado Epilepsy Association provided one, and (d) how many epileptics would be referred in the next 12 months.

1743 Goldston, M., Jr., & Hefley, R., Project Expedite: An investigation of accelerated and diagnostic services in a local vocational rehabilitation office. Austin, Texas: Texas Rehabilitation Commission, 1975. (R & D 12-P-55404/6)

The purpose of the project was to demonstrate the feasibility of and to research the effectiveness of providing faster, more relevant and more comprehensive diagnostic services for rehabilitation clients with a wide range of disabilities. The experimental unit components included: audiovisual orientation, social evaluation interview, psychological testing, short-term work evaluation, faster general medical examination, and improved transportation.

1744 Perrin, T., Job seeking skills training for adult retarded clients. Journal of Applied Rehabilitation Counseling, 1977, 8(3), 181-189.

Emphasizes that the adult retarded can benefit by job seeking skills training. Such training should be accompanied by diagnostic assessment, vocational counseling, skills training, social skills development, and work behavior training.

1745 Zaetz, J., Occupational activities training manual for severely retarded adults. Springfield, Illinois: Charles C. Thomas, 1969.

Contains a variety of simple preskill exercises and product assemblies designed to develop performance and occupational skills for severely retarded sheltered workshop clients.

1746 DeBusk, C., & Luchsinger, V., Vocational training and job placement of the mentally retarded: An annotated bibliography. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1973.

An annotated bibliography which represents articles about the employment of and/or the preparation for employment of the mentally retarded (including vocational evaluation and adjustment).

1747 Johnson, F., & White, M., The role of psychometrics in private rehabilitation. Valpar-Spective, 1977, 2(1), 1, 2.

Discusses assets and limitations of psychometric testing and emphasizes that such tests should be used to supplement observable skills and behavior. In addition, the evaluation staff should be alert during the testing process to any need to involve outside assistance such as eye examinations, medication control.

1748 Valpar-Spective, Methods time measurement - another tool for the VCWS practitioner. Valpar-Spective, 1977, 2(1), 5-6.

Describes methods time measurement as a norming procedure and particularly as it applies to use with the Valpar Component Work Sample Series. MTM is defined as "a procedure which analyzes any manual operation or method into the basic motions required to perform it and assigns to each motion a predetermined time standard which is determined by the nature of the motion and the conditions under which it is made."

1749 Nadolsky, J., The use of work samples in the vocational evaluation process. Paper presented at Workshop on Work Sample Systems, Auburn, Alabama, 1977.

Analyzes the technology of vocational evaluation, especially as that technology relates to the philosophy and rationale which underlies the development and use of work samples. Encourages vocational evaluators to function as professional vocational evaluators, using their professional judgements rather than technicians tied to the technology of work sample systems. Finally emphasizes that vocational evaluators become more critical of existing systems of vocational evaluation.

1750 Abrams, A., Occupational Outlook Handbook usefulness. Unpublished paper, Phoenix, Arizona, n.d.

A categorization of employment forecasting taken from the Department of Labor's Occupational Outlook Handbook. Occupations are listed alphabetically and coded according to employment trend forecasts.

1751 Tomasulo, D., A systems approach to vocational rehabilitation of the mentally deficient: An objective method of accountability. Unpublished paper, New Jersey, n.d.

A behavioral intervention system was developed for use in vocational training workshops for the retarded. It employed two currently used rating scales, the AAMD's Adaptive Behavior Scale and the San Francisco Vocational Competency Scale distributed by the Psychological Corporation. The ratings were used in conjunction with work sample and sub-contracted work measures to develop a client's individual adjustment plan.

1752 Houts, P., & Scott, R., New direction without insurrection: Implementing individualized goal planning in human service facilities. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1976.

Contains suggestions on how to introduce goal planning into agencies and institutions.

1753 Houts, P., & Scott, R., Help! I've got a problem! Goal planning strategies for difficult client behaviors. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1976.

A source book for working with developmentally disabled persons which offers suggestions on developing plans for dealing with difficult client behaviors.

1754 Kreps, A., & Redden, C., Ongoing classes for developmentally disabled adults in the Denver area: Working curricula 1975-1976. Denver, Colorado: Metropolitan State College, The College for Living, 1975.

A curriculum guide in 12 life problem areas which includes keeping healthy, living safely, homemaking and family living, understanding one's self and getting along with others, understanding the physical environment, appreciating and creating beauty, being a responsible citizen, leisure time, earning a living, traveling, money management, and communications.

1755 Kreps, A., & Dreith, R., Community living skills guide - Looking good: Hygiene. Denver, Colorado: Metropolitan State College, The College for Living, n.d.

A teaching outline for the area of hygiene which includes goals, objectives, and post tests.

1756 Watson, D., Deaf evaluation and adjustment feasibility: Guidelines for the vocational evaluation of deaf clients. New York, New York: Deafness Research and Training Center, 1976.

The first chapter highlights basic process considerations presented in the different chapters. Special considerations associated with specific phases of the vocational evaluation process with deaf persons are briefly summarized. Chapter II proposes a model for the vocational evaluation of the deaf. The proposed model incorporates a communication based "total adjustment" environment as the basic and necessary parameters within which deaf persons can be evaluated. The objectives and process of vocational evaluation are defined in Chapter III. This chapter serves to define and structure the process within which the evaluator works.

1758 Ugland, R., Job seeker's aids: A systematic approach for organizing employer contacts. Rehabilitation Counseling Bulletin, 1977, 21(2), 107-115.

Job seeker's aids is a step-by-step procedure which can be used by rehabilitation counselors to help clients locate and visit manufacturing, institutional, and other places of employment for the purpose of identifying and applying for job openings. Aids include industry lists, industry maps, a schedule or guide for contacting employers, and a feedback system.

1759 Rehabilitation Center, Vocational evaluation unit client guidelines. San Diego, California: San Diego State University, n.d.

This brochure is designed to orient the client to the evaluation program at the San Diego State University Rehabilitation Center. Explains the reason why the client was referred, what the activities will be, and rules and regulations.

1760 Vocational Development Center, Vocational Development Center participant's handbook. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, n.d.

A handout designed to orient clients to the purpose of the vocational evaluation services provided by the Vocational Development Center, University of Wisconsin - Stout. Explains rules, regulations, and responsibilities of the client during the evaluation period.

1761 Halpern, A., Principles and practices of measurement in career education for the handicapped. Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1977.

This paper reviews several measurement issues that are relevant to the field of career education for handicapped students. Specifically, four major topics are presented: applied performance testing (including discussion of work samples); criterion validity studies (discusses the General Aptitude Test Battery, TOWER System, and the Social and Prevocational Information Battery); product vs. process measurement; and criterion vs. norm referenced measurement.

1762 Delaney, T., & Gugino, J., The application of a token economy and social learning skill training to a sheltered workshop. Alleghany, New York: Unpublished paper, n.d.

The purpose of this study was to initiate a token economy system to increase and to maintain production rates as well as to eliminate poor work related behaviors with multiply handicapped clients. Results indicated significant improvement with the 26 subjects in production and a decrease in poor work related habits. It demonstrates that token economies can be used as an effective tool to increase production and change work behavior.

1763 High, E., & Mayers, K., *Developing pre-vocational/vocational skills in developmentally disabled persons*. Washington, D.C.: George Washington University, Division of Rehabilitation Medicine, Job Development Laboratory, 1976.

Designed for use in a pre-vocational or vocational setting, this guide provides objectives and procedures for developing social skills necessary for succeeding in the world of work. Objectives and accompanying exercises are included in the following areas: initiative, direction, productivity, repetition, perseverence, motivation to work, following policy, accepting criticism, submissiveness, cooperation, reaction to problems, adaptability, self concept, personal appearance, and care of work area.

1764 Cook, D., *Baselining rehabilitation center outcome and the effectiveness of evaluation recommendations*. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Services, Arkansas Rehabilitation Research and Training Center, 1977.

The purpose of this investigation was to collect baseline statistics on persons served by the Hot Springs Rehabilitation Center (Arkansas) giving specific attention to the relationship between evaluation unit treatment recommendations and trainee outcomes.

1765 Dr. Gertrude A. Barber Center, Inc., *Sheltered employment work experience program*. Erie, Pennsylvania: Author, 1975.

The Sheltered Employment Work Experience Program is designed to assess and program the development of vocational capabilities of mentally retarded teenagers and adults. Competency training programs for ten major vocational areas are included: factory work training, carpentry, print shop, laundry, building maintenance, general and outdoor maintenance, transportation aide, library aide, food service and housekeeping. A specially designed chart and scale are utilized to record progress toward competencies.

1766 Alabama Facility Training Project, *Individual written evaluation and adjustment service plans (booklet No. 1)*. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1977.

The Alabama Facility Training Project sponsored a training program on "individualizing written evaluation and adjustment service plans." Participants in that program worked to develop individual planning formats for their respective facilities. Formats submitted by the participants are contained in the booklet.

1767 Alabama Facility Training Project, *Individual written evaluation and adjustment service plans (booklet No. 2)*. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1977.

See annotation for booklet No. 1 above. Contains additional evaluation and adjustment service plan formats.

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Example: Allen, C., & Sax, A., Norms and performance standards for work sample scores. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

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